

CASE MANAGEMENT

SUPERVISION AND COACHING
LESSONS LEARNED REPORT



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION



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The Alliance for Child Protection in Humanitarian Action (the Alliance) supports the efforts of humanitarian actors to achieve high-quality and effective child protection interventions in humanitarian settings. Through its technical Working Groups and Task Forces, the Alliance develops interagency operational standards and provides technical guidance to support the work of child protection in humanitarian settings.

For more information on the Alliance’s work and joining the network, please visit <https://www.alliancecpha.org> or contact us directly: info@alliancecpha.org.

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Table of Contents

Acknowledgments.....	1
Acronyms and abbreviations	2
Executive summary	3
I. Background	6
A. Desk review.....	7
B. Pilots in three countries.....	8
C. Country selection	8
D. Consultation with global child protection case management experts.....	9
E. Case Management and Supervision trainings of trainers (TOT).....	10
F. Additional roll-outs	10
G. Dissemination of the CM Supervision and Coaching package:.....	11
II. Purpose and methodology	13
III. Findings	18
A. Key aspects of the initiative	18
1. Global consultation	18
2. Country application and selection	19
3. Training of trainers.....	20
4. Roll-out: Country trainings.....	23
5. Training modules and supervision tools	26
6. Support focal point.....	30
B. Effects of the initiative.....	33
1. Collaboration and coordination	33
2. Contextualization	38
3. Localization.....	40
4. Trainers' capacity	43
5. Supervisors' capacity.....	45
6. Caseworkers' capacity.....	47
IV. Recommendations	50
A. Sustainability of supervision and coaching practices with case management.....	50
1. Social service workforce strengthening	50
2. Sustainability planning and implementation	52
B. Future (similar) initiatives.....	54

1. Methodology	55
2. Interagency approach	56
3. Local representation and contextualization	57
4. Organizational commitment	58
Annexes	61
Annex I: Country Application Form	61
Annex II: Terms of Reference	64
Annex III: Methodology and data collection instruments.....	66
1. Key informants interviewed.....	66
2. Key Informant Interview Guide for Global and Country Focal Points.....	67
3. Focus Group Discussion Guide for (Sub) National Case Management Task Force	70
4. Guide de Discussion de Groupe pour le (sous) Groupe de Travail de Protection de l'Enfant.....	73
5. Focus Group Discussion Guide with In-country Trainers.....	76
6. Guide de Discussion de Groupe avec les Formateurs Pays.....	79
7. Agenda: Workshop with trained supervisors.....	82
8. Agenda : Atelier avec les Superviseurs qui ont été formés	86
9. Agenda : Workshop with caseworkers.....	90
10. Agenda : Atelier / rencontres avec les gestionnaires de cas	93
11. Case Management Supervision and Coaching Lessons Learned Survey	96
12. Sondage : Supervision et accompagnement professionnel de la gestion de cas.....	101
Annex IV: Calendar of activities	106
1. Timeline	106
2. Burundi schedule	107
3. Iraq schedule	108
Annex V: List of documents consulted	109

Acknowledgments

In 2019, the Case Management Task Force (CMTF) of the Alliance for Child Protection in Humanitarian Action (the Alliance) recognized the need to collect key lessons learned on the Case Management Supervision and Coaching initiative. CMTF members wanted to identify the successes and challenges of roll-outs in the eight participating countries and their impact on case management teams' supervision practices.

The development of the training package, its roll-out, and the lessons learned was truly a collaborative venture that drew on the talent, experience, and wisdom of many child protection and case management specialists, including local and global practitioners.

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Acronyms and abbreviations

CASI	Child and Adolescent Survivor Initiative
CM	Case Management
CP	Child Protection
CP AoR	Child Protection Area of Responsibility
CPMS	Minimum Standards for Child Protection in Humanitarian
CPIMS	Action Child Protection Information Management System
IRC	International Rescue Committee
NGO	Non-governmental Organization
OFDA	Office of US Foreign Disaster Assistance
Tdh	Terre des Hommes
The Alliance	The Alliance for Child Protection in Humanitarian Action
TOT	Training of Trainers
UNCRC	United Nations Convention on the Rights of the Child
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Executive summary

Background

Over the past six years, the global child protection humanitarian community has invested significant efforts into setting standards and improving the quality of child protection case management in humanitarian settings. In 2017, the Case Management Task Force (CMTF) of the Alliance for Child Protection in Humanitarian Action (the Alliance) decided to prioritize the role of supervision, with coaching as a core approach and strategy. With OFDA's support, the CMTF undertook the creation of Supervision and Coaching guidance, tools and a training package.

Purpose and methodology

The CMTF commissioned this project to gather and draft key lessons learned on the Case Management Supervision and Coaching initiative. Key questions that the Task Force wanted to address included feedback on the interagency country collaboration, the effectiveness of the localization approach, the successes and challenges of roll-outs in the eight participating countries, and the impact on case management teams' supervision practices.

The information for this report was gathered through:

- A desk review of various sources;
- Stakeholder interviews;
- Online surveys of TOT participants; and
- Field visits to Iraq and Burundi.

Findings

The Coaching and Supervision initiative began with a desk review followed by pilots in three countries and a global, face-to-face consultation with experts from the CMTF to promote a common understanding of supervision and coaching and to set the framework of the initiative.

During the consultation with experts from the CM TF, countries were selected for the pilot phase based on criteria including foundations of case management within the national response and demonstrated commitment from the inter-agency community. Applicant countries had to submit a nominated team of participants from multiple agencies (UN, government, INGOs, and local NGOs).

Three TOTs were held, one each in Uganda, Jordan and Burundi. The selected country teams participated in an iterative, decentralized training of trainers (TOT) that included online pre-course work and a Case Management Supervision and Coaching TOT. While there, the participants developed country-level roll-out plans.

Of the 60 TOT participants, 48 implemented trainings and verified them with written reports during the project period. The training modules and supervision tools covered four key areas:

- Defining supervision and coaching;
- Supervision and coaching practices and tools;
- Supervision and coaching skills; and
- Staff care and well-being.

Additional coaching and technical support that was provided by a remote or in-country support focal point (depending upon the context).

Overall, the initiative was effective in many areas. The majority of informants considered the process a true, coordinated, interagency collaboration from design through implementation (at global, regional, and country levels). The methodology of the TOT allowed participants to reflect on their own country's context, hierarchy, relationships, and organizational structure and incorporate those into the country-level trainings.

On average, the country teams and trainers participating in the TOT saw an increase in post-test knowledge, confidence across harm prevention and supervision, capacity, and commitment. The training increased supervisors' skills, knowledge, and capacity to coach caseworkers and improved their daily supervision practices. In Iraq and Burundi, the supervision practices also helped caseworkers better organize their work, improve their interactions with children and families, and feel more confident in consulting with supervisors to problem solve cases together.

While both supervisors and trainers felt the training was effective, participants did provide some suggestions for improvement. These included:

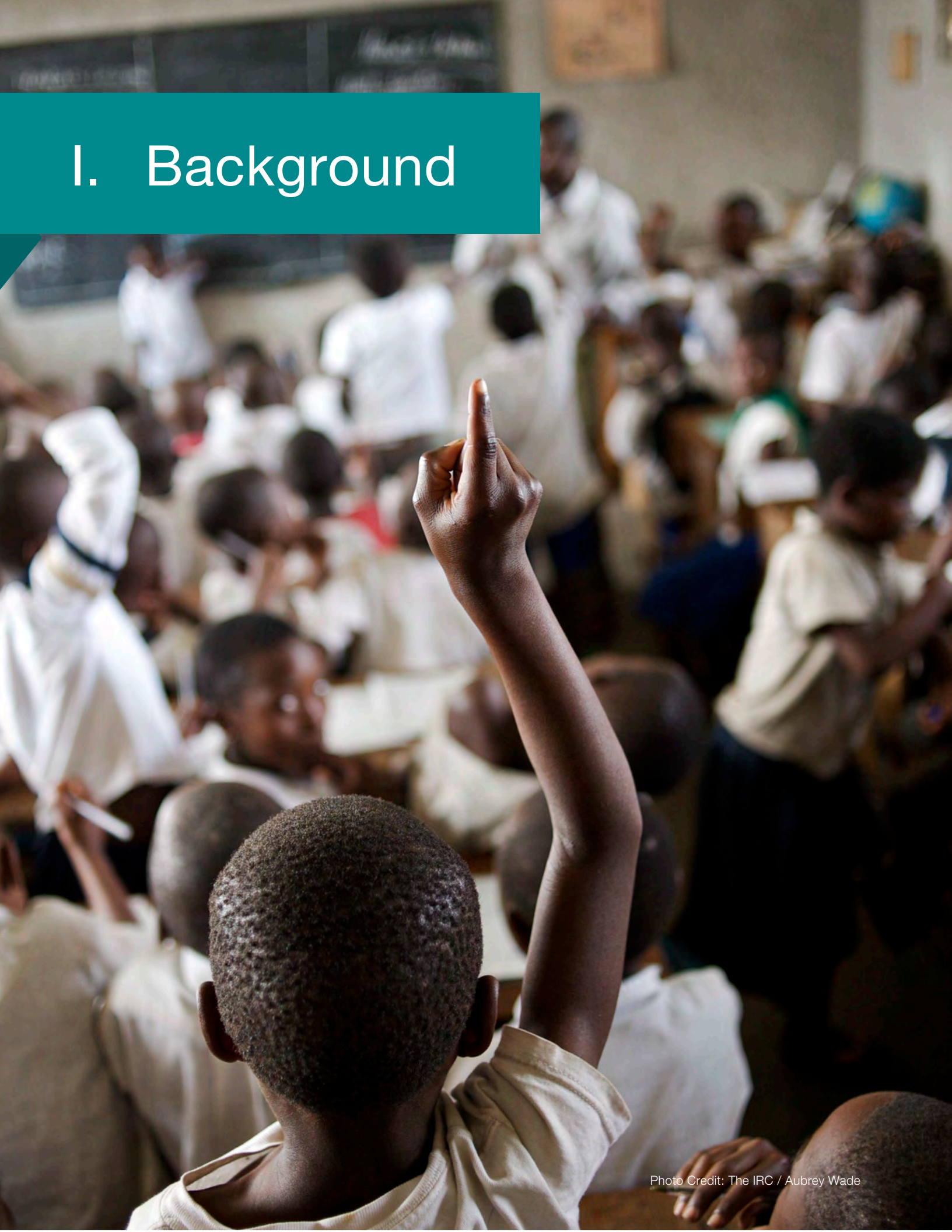
- Providing follow-up through refreshers, regular exchanges and visits across agencies, and peer support groups.
- Training caseworkers, particularly those supervising and coaching volunteers, on the supervision and coaching practices and tools so that they understand the approach and perceive these practices as coaching, not monitoring.
- Including more representation from local organizations, field colleagues, and in-country practitioners in the global consultation to identify more effective focal points.
- Providing additional support and mentoring for local roll-outs from the national and sub-national team to increase the overall sustainability and harmonization of in-country efforts.

Recommendations

The report concludes with recommendations for supporting similar initiatives and the general sustainability of case management supervision and coaching in humanitarian settings. These recommendations target specific child protection/case management actors and fall into two general categories. The first is to engage in social service workforce strengthening and sustainability planning and implementation activities. These activities will help ensure the sustainability of supervision and coaching practices within in humanitarian responses and combat high turnover and limited funding that is a frequent challenge for case management actors.

The second is to apply the lessons learned and recommendations to future capacity-building initiatives. Such initiatives should feature an iterative, decentralized approach and methodology; a collaborative, interagency approach; local representation and contextualization; and wide-spread commitment within and between partner organizations.

I. Background



I. Background

The Case Management Task Force (CMTF) of the Alliance for Child Protection in Humanitarian Action (the Alliance) has invested significant efforts into setting standards and improving the quality of case management in humanitarian settings. The CMTF led the development of Standard 18: Case Management of the [Minimum Standards for Child Protection in Humanitarian Action](#) in 2019. The CMTF drafted the [Interagency Guidelines for Case Management and Child Protection](#) in 2013. These guidelines were completed and complemented by the [Child Protection Case Management Training Manual for Caseworkers, Supervisors and Managers](#) in 2014. As the co-lead agency of the CMTF, IRC has led this important body of work, coordinating the development of guidance, tools, and training materials that facilitate improved case management systems and practice.

In 2017, the CMTF began collecting lessons learned and examples of the ways in which the guidelines and training tools have supported the implementation of CM in different settings and contexts. The consultations with former global CM TOT participants, field actors, and CMTF members continuously highlighted the need for ongoing support of caseworkers beyond classroom-based trainings. Therefore, the group decided to prioritize the role of supervision with coaching as a core approach and strategy. With OFDA's support, the CMTF undertook the creation of the supervision and coaching guidance, tools, and training package.

The development of the Case Management Supervision and Coaching tools and training materials was a collaborative, consultative process that included country-level humanitarian child protection actors and global experts. The CMTF promoted a localization approach by holding country consultations at the onset of the resource's development and by encouraging local actors to engage in TOTs and in-country trainings.

"The development of the Case Management Supervision and Coaching tools and training materials was a collaborative, consultative process that included country-level humanitarian child protection actors and global experts."

The resources were built around the interagency CM guidelines' definition of supervision as "a relationship that supports the caseworker's technical competence and practice, promotes well-being and enables effective and supportive monitoring of casework."¹ Task Force members agreed upon a shared objective for the supervision and coaching package:

"to increase case management supervisors' confidence, capacity and support to caseworkers to provide safe, ethical and competent case management services to vulnerable children and their families. It builds upon the Interagency Case Management Training caseworker, supervisor and manager modules in order to provide practical guidance, specifically on the functions, practices and essential skills of supervisors within case management teams."

The process of developing the Case Management Supervision and Coaching package included the following steps:²

A. Desk review

To develop a foundation for the package and to build upon good practices, a desk review of resources related to supervision and coaching was initially conducted. Numerous social work associations, academic articles, and child protection manuals were consulted. The guidance they offered on the establishment of and standards for supervision were referenced when developing the package. Humanitarian-focused resources significantly added to the development of the package, including [Caring for Child Survivors of Sexual Abuse](#) and materials from IRC's Case Management Coaching project, which has been underway for over four years in Lebanon. IRC also engaged with the University of Strathclyde, Scotland and the Child Hub online training course [Practicing Supervision in Child Care and Child Protection Agencies](#), both of which greatly informed the development of the package.

¹ *Interagency Guidelines for Case Management and Child Protection* (2014).

² Adapted and summarized from: IRC (2018). Final Report: *Working Together for Improved Responses to Children's Needs*.

B. Pilots in three countries

From the desk review, initial Supervision and Coaching training modules and tools were developed. IRC conducted learning visits and piloted the materials in three internally displaced persons (IDP) contexts:

- Cross-border Idlib, Syria (April 3-13, 2017);
- Borno State, Nigeria (May 31-June 9, 2017); and
- Rakhine State, Myanmar (July 3-14, 2017).

These locations were chosen because active case management and supervision were already in place and the country team was able to support an in-country workshop.

During the pilots, the CM specialist interviewed caseworkers, supervisors, child protection managers/coordinators, and Sub-Cluster leads; conducted case file reviews; and accompanied case management teams during supervision meetings and field visits to understand supervision practices and challenges. Workshops were conducted with child protection teams in each context to introduce the Case Management Supervision and Coaching training and tools and to obtain feedback from participants. Organizations who were involved in key informant interviews and workshops included UNICEF, UNHCR, IRC, DRC, Plan, Save the Children, and local partners in Myanmar, including the Myanmar Department of Social Welfare, Yangon Kyin Baptist Women Association, RMO, and CFSI. Each one of the pilots significantly informed the content, structure, and guidance of the package.

C. Country selection

The Case Management Task Force agreed to have country Child Protection Sub-Clusters/Working Groups apply as “country teams” to participate in the TOT. (The application form can be found in Annex I.) A webinar was held in June 2017 with country and regional CP Working Group and Sub-Cluster Coordinators to present the training initiative and respond to questions. Following the webinar, the applications and an overview presentation were disseminated with the support of the CP AoR and UNHCR.

"The Case Management Task Force agreed to have country Child Protection Sub-Clusters/Working Groups apply as "country teams" to participate in the TOT."

Country applications	
Selected	Not selected
<ul style="list-style-type: none"> • Myanmar • South Sudan • Nigeria • Iraq • Syria • Turkey • Burundi • Niger 	<ul style="list-style-type: none"> • Ecuador • Ukraine • Mali • Yemen • Lebanon • Afghanistan • Central African Republic

Fifteen (15) country applications were received and reviewed. Selections were made by the CMTF during a meeting on July 28, 2017. The selection criteria included the relevance of the training for the country context, the commitment of the interagency community to support the capacity-building initiative, and the profiles of nominated participants.

D. Consultation with global child protection case management experts

Following the pilots, the IRC organized a global case management workshop in Athens, Greece from August 14-18, 2017. The goals of the workshop were to support the finalization of the supervision and coaching package and to develop an agreed-upon process for rolling out the supervision and coaching trainings at regional and country levels.

Participants included representatives from UNICEF, UNHCR, Tdh-L, IRC, War Child Holland, Save the Children, the Alliance for Child Protection in Humanitarian Action, and the CP AoR. During the workshop, consensus was reached on core terminology and the interagency approach to the roll-out process. The participants systematically reviewed each module and supervision tool and supported the revision in order to align them with good practices from humanitarian contexts. A key achievement of the workshop was the interagency investment, validation, and support of the Supervision and Coaching package and the roll-out process.

"The goals of the workshop were to support the finalization of the supervision and coaching package and to develop an agreed-upon process for rolling out the supervision and coaching trainings at regional and country levels."

Following the consultations, IRC finalized the content, design, production, and translation of the Facilitator’s Guide, PowerPoint modules, and handouts for use in regional trainings of trainers and wider dissemination.

E. Case Management and Supervision trainings of trainers (TOTs)

The CMTF decided to use an iterative learning approach for the TOTs. Participants were engaged in the learning and training process as outlined below:



Following the TOTs, participants from the eight countries organized and delivered interagency supervision trainings in their countries according to the country roll-out action plans that were collaboratively developed during the TOT.

F. Additional roll-outs

In addition to the roll-outs that occurred in the eight countries, interagency partners and the IRC have supported the dissemination of the Case Management Supervision and Coaching package in refugee and IDP contexts. The approach and tools were also used in Madagascar by UNICEF and its partners.

Country	Lead Agency	Target	Dates
Burkina Faso	Tdh	Tdh	March. 2018
Greece	IRC	IA CMTF	May 2018
Bangladesh	Save the Children	IA CMTF	Oct. 2018
Tanzania	IRC	IA CMTF	Oct. 2018
Lebanon-regional TOT	Tdh	Tdh staff from the region ³	Nov. 2018

G. Dissemination of the CM Supervision and Coaching package:

The official digital launch of the package occurred in July 2018 in close coordination with the Alliance, the CP AoR, and UNHCR. The package was released on the Alliance’s website, Facebook page, and Twitter feed. The package was also posted on different platforms such as the [Save the Children Resource Centre](#) and the [Global Social Service Workforce Alliance Case Management Compendium](#).

Material	# views
Training package	708
Webinar on training package	540
Products related to training package and webinars	28,233
People who reacted to training packages and webinars (i.e. likes, shares, etc.)	1,667

[Six videos](#) were created to summarize the package, the development process and experiences from the roll-outs in Iraq, Turkey, South Sudan, and Nigeria. Following the release of the videos on YouTube, the Alliance hosted a [live question and answer session](#) on July 31, 2018.

³ Lebanon, Jordan, Palestine, Afghanistan, Nigeria

II. Purpose and methodology



II. Purpose and methodology

The purpose of the lessons learned consultancy was to gather and draft key lessons learned on the Case Management Supervision and Coaching initiative. Key questions that the CMTF wanted to address included feedback on the interagency country collaboration and the effectiveness of the localization approach. CMTF members wanted to identify the successes and challenges of roll-outs in the eight participating countries and their impact on case management teams' supervision practices.

"CMTF members wanted to identify the successes and challenges of roll-outs in the eight participating countries and their impact on case management teams' supervision practices."

A **desk review** was conducted that included the following sources:⁴

- Program design and report documents;
- Documents from the global consultation;
- TOT materials, including pre-/post-tests and evaluations;
- Country roll-out action plans;
- In-country training reports; and
- Additional documents gathered during field visits and key informant interviews.

A detailed **methodology** was developed that outlined the structure of the field visits, workshop agendas, key informant interviews, focus group discussion guides, and online survey.

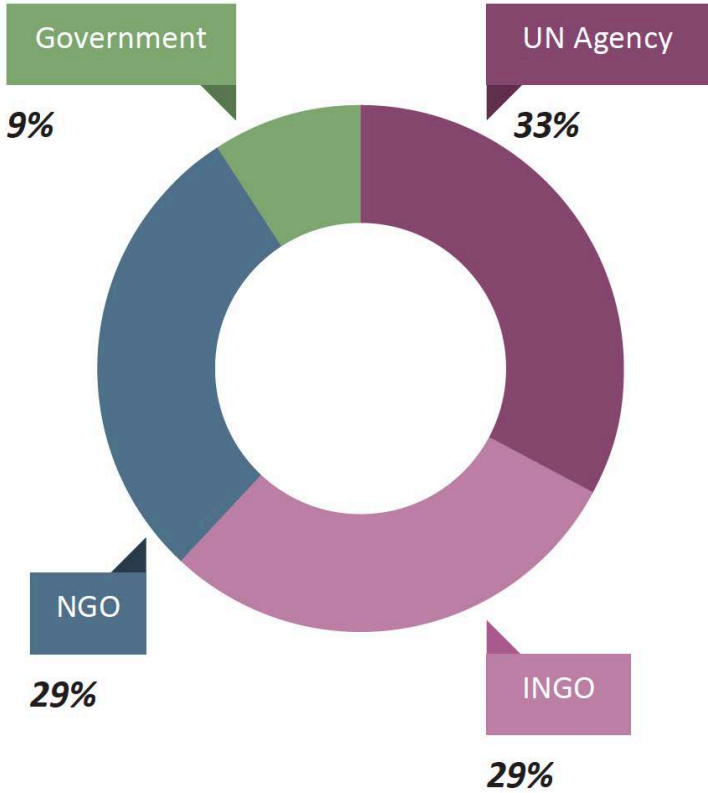
Stakeholder interviews were conducted with over 15 CMTF members and country focal points. (The Key Informant Interview Guide and a list of key informants can be found in Annex III).

Online surveys were developed for all TOT participants. An anglophone version was sent to participants from Iraq, Syria, Myanmar, Nigeria, and South Sudan. A francophone version was sent to participants from Burundi and Niger. The survey received 25 responses from all roll-out countries:⁵ UNICEF (8), international (7) and national (7) NGOs, and governments (2).

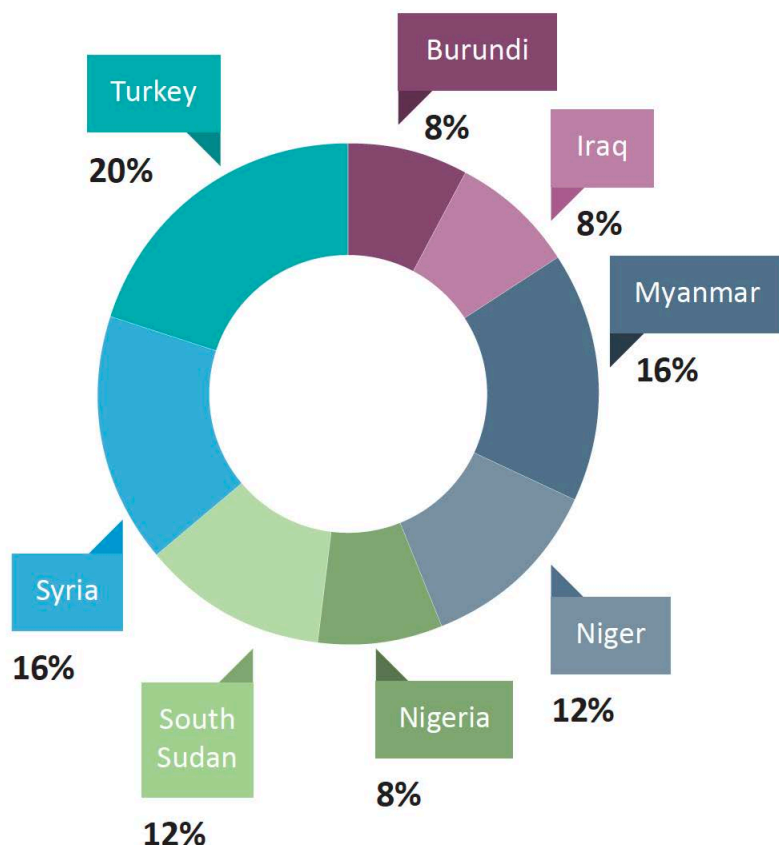
⁴ List of documents can be found in Annex V.

⁵ Burundi (2), Iraq (3), Myanmar (4), Niger (3), Nigeria (2), South Sudan (3), Syria (4) and Turkey (5)

**Organization that you represented in the CM
Supervision and Coaching TOT**



Country that you represented in the CM Supervision and Coaching TOT



Field visits to Iraq and Burundi were conducted to meet with relevant staff and partners. The following workshops, key informant interviews and focus group discussions were held:

- Meetings with government lead for Burundi at the start and end of the visit;
- Focus group discussions with national and sub-national Case Management Task Force or Working Group or Child Protection in Emergencies Committee (CMTF/CMWG/CPiE Committee);
- Key informant interviews or focus group discussions with the Case Management Supervision and Coaching in-country trainers;
- Half-day workshops with supervisors and other staff trained by the in-country trainers; and
- Half-day workshops with selected caseworkers from the participating child protection organizations.

Iraq	Burundi
Erbil <ul style="list-style-type: none"> • Meeting with CMWG (4) • Meeting with TOT participants (2) • Focus group discussion <ul style="list-style-type: none"> ○ Trained supervisors (4) ○ Caseworkers (4) 	Bujumbura <ul style="list-style-type: none"> • Meeting with government lead • Focus group discussion with TOT participants (5) • Meeting with Comité de Protection de l’Enfant en situation d’urgence – sous-groupe de gestion de cas (29) • Focus group discussions <ul style="list-style-type: none"> ○ Trained supervisors (11) ○ Caseworkers (8)
Duhok <ul style="list-style-type: none"> • Meeting with CMWG & TOT participants (7) • Focus group discussions <ul style="list-style-type: none"> ○ Trained supervisors (12) ○ Caseworkers (7) 	Rumongo and Makamba <ul style="list-style-type: none"> • Meeting with Comité de Protection de l’Enfant (11) • Focus group discussions <ul style="list-style-type: none"> ○ Trained supervisors (15) ○ Caseworkers (9)
<ul style="list-style-type: none"> • Online focus group discussion with supervisors in Mosul (2) • Debrief with CMWG in Erbil (3) 	<ul style="list-style-type: none"> • Debrief with government lead in Bujumbura

Detailed schedules for each visit, focus group discussion guides, and workshop agendas can be found in Annex III.

The study was conducted in a participatory and inclusive way. Data collection ensured that confidentiality was maintained and ethical considerations informed all data collection processes, including FGDs, KIIs, and observations; data storage; and data use.⁶

⁶ All Maestral consultants are required to sign and comply with Maestral’s code of conduct, which is based on internationally accepted principles aligned with the United Nations Convention on the Rights of the Child and includes ethical considerations with regard to research with children. Maestral’s Code of Conduct can be shared upon request.

III. Findings



III. Findings

A. Key aspects of the initiative

1. Global consultation

The global consultation with case management experts from the CMTF and CP AoR took place in Greece in August 2017. The meeting promoted a common understanding of supervision and coaching and set the framework of the initiative. It fostered engagement early in the process, which facilitated the next steps. Many informants felt the initiative could not have moved forward as successfully without it. Some informants wished it had been possible to continue the exchanges and even have a follow-up in-person meeting.

The face-to-face time was critical to:

- Go through the material in more depth;
- Reach a consensus on a common approach;
- Select the countries and the support focal person;
- Help identify the training team; and
- Help connect with other initiatives such as the quality assessment framework and other tools.

The workshop was found to be highly participatory, particularly as different working groups reviewed their respective modules. Early on it engaged the child protection coordination working group at global and country levels. For some informants, the workshop also fostered bilateral discussions which helped move other case management-related efforts forward.

Some informants felt there was a good mix of participants and that it was helpful to have a strong representation of social workers who could provide in-depth technical input. However, many informants felt the workshop could have been more inclusive and diverse, with a stronger representation from programming countries and across genders. This would have increased localization from the design stage.

Significant time was spent discussing terminology, which sometimes felt disconnected from the programmatic reality in the field. In addition, many informants felt there was a lot of content to cover, which was not always realistic. Others would have liked the opportunity to provide feedback on all the modules. (Each working group had a specific module to review and report back on.) Informants also recommended providing an agenda that was more strategically focused on sustainability.

Active participation provided many comments to integrate which had not been initially anticipated and which required additional human resources following the consultation. This should be factored into future (similar) initiatives, and strategies should be identified to streamline the process, including how to report back to the different agencies involved.

2. Country application and selection

Applications were submitted by country CP Sub-Clusters/ Working Groups to ensure there was commitment and support from the greater interagency community, not just an individual agency as had occurred in previous TOTs. In the application, countries submitted a nominated team of participants from multiple agencies (UN, government, INGOs, and local NGOs.) The country application was highlighted as very thorough, and engagement of the existing national child protection coordination mechanisms was appreciated.

Additional vetting was done by the CMTF during the workshop in Greece to ensure that the foundation of the CM system was in place and that there was representation from diverse and local actors. This was done through a review of the applications and follow-up exchanges when clarifications were needed. Some informants felt uncomfortable with the secondary vetting process when this had already been done by the in-country coordination mechanisms.

For countries who were not selected, it would have been useful to have an alternative proposed to them. For example, the pre-learning course could have been shared with these countries and potentially followed by a

"The country application was highlighted as very thorough, and engagement of the existing national child protection coordination mechanisms was appreciated."

separate webinar to discuss next steps. However, the CMTF was not able to sustain the cost of the course beyond the TOT. In addition, there were challenges to monitoring the learning of the TOT participants if the materials were sent to a broader group during that period.

3. Training of trainers

Pre-course

Prior to the TOT, all of the participants were required to complete eight hours of pre-course work via the online learning platform “Easy Generator” to ensure a common foundational understanding of case management. The CM specialist developed the e-learning content with the support of a consultant who also supported the setup of the e-learning platform. The content was informed by the existing Child Protection Case Management Guidelines and materials from the Terre des hommes (Tdh) Child Hub online course on supervision.⁷

The extended learning approach was appreciated by TOT participants and facilitators. Participants who completed the pre-courses valued the content and rated Part 1 on case management and Part 2, an introduction to supervision, at respectively 9.05 and 8.72 out of 10.⁸ The pre-course helped the facilitators to better understand the participants’ profiles, practice, and knowledge. Many facilitators felt the pre-course provided a refresher on case management for less technical participants and helped prepare them.

“The extended learning approach was appreciated by TOT participants and facilitators.”

Although all thought the concept of pre-training was very useful, facilitators noted that some participants did not seem to have completed the pre-course or to have properly reflected on the content. Some facilitators were surprised that participants were asking basic questions during the TOT which should have been covered by the pre-course and that some participants were not aware of the interagency guidance and related training.

⁷ IRC (2018). *Final Report: Working Together for Improved Responses to Children’s Needs*

⁸ Ibid.

Countries	Participants	Completed pre-assessment		Completed CM pre-course		Completed intro to supervision pre-course	
		#	%	#	%	#	%
Niger & Burundi	16	16	100%	16	100%	16	100%
S. Sudan, Nigeria & Myanmar	19	19	100%	17	89%	15	79%
Turkey, Syria & Iraq	30	29	97%	24	80%	17	57%

Fewer participants completed Part 2 than completed Part 1. The decrease in completion rates stemmed from miscommunication around the necessity to complete pre-course work and the deadline by which this should have been completed. An informant suggested identifying additional incentives, such as a prize for the first five participants who complete the pre-course. Informants also mentioned experiencing internet access challenges and technical glitches where the platform did not save the modules participants had already completed. Some informants recommended that the link to the pre-course be shared more widely if it can be sustained.

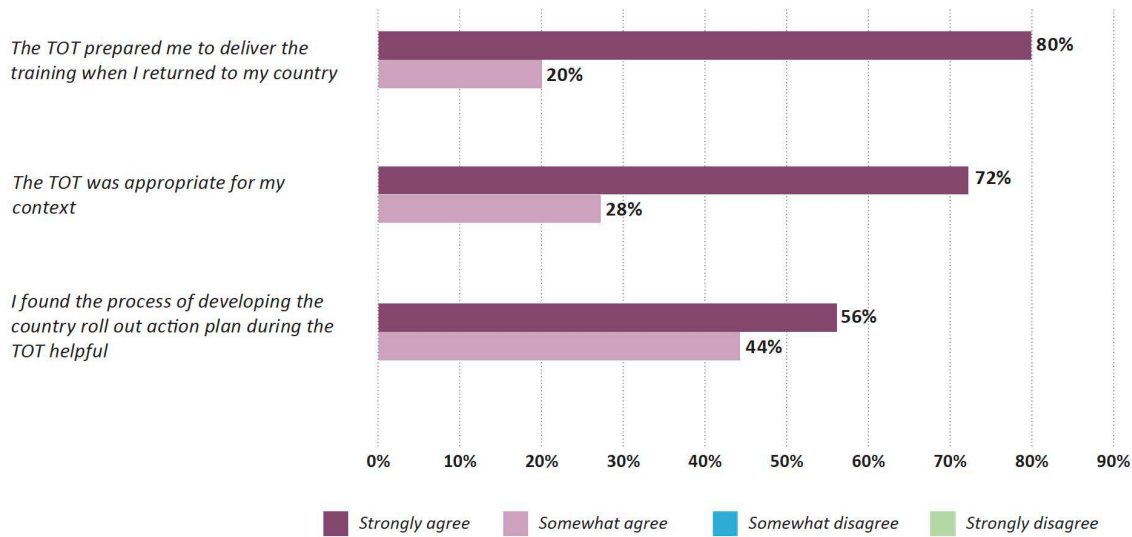
Training of trainers

Three Case Management Supervision and Coaching trainings of trainers were held in Uganda, Jordan and Burundi. All of the trainings were structured in the same manner, with an introduction to adult learning on the first day and opportunities to practice facilitating sessions throughout the following four days. In addition, each country team was expected to complete a country roll-out action plan by the conclusion of the training.

In the Uganda, Jordan and Burundi TOTs, the country teams were able to meet (virtually or in-person) with their country support focal points on the last day to review their action plans and agree on next steps for the roll-out and coaching. Country support focal points were individuals who volunteered during the global workshop in Greece in August 2018.

"All of the trainings were structured in the same manner, with an introduction to adult learning on the first day and opportunities to practice facilitating sessions throughout the following four days."

To what extent would you say you agree with the following statements about the training of trainers?



Participants thought that the TOT was appropriate to their context and prepared them to deliver the training in their respective countries. They found the process very participatory. Facilitators and other global stakeholders who participated in the TOT thought it was very engaging, practical, and thoughtful and it provided sufficient time to cover all the material and discuss the different contexts participants worked in.

Many informants said it was one of the best trainings they had done, with excellent trainers, preparation, material, facilitation, methodology, participant engagement, and logistics. Some noted the importance of having two facilitators. Some facilitators mentioned they found having participants do the adult learning (Honey and Mumford) test prior to the supervision and coaching modules very helpful.

Participants and facilitators also found it helpful to develop the country roll-out action plan during the TOT. It provided step-by-step guidance on what needed to be in place before the roll-out and a framework for the way forward. Planning up-front and identifying specific tasks facilitated the roll-out process and the selection of in-country trainees.

Some participants felt the planning needed to be more based on the actual in-country constraints such as budget and availability of the trained trainers. Although the CP sub-cluster/ working group were

"Many informants said it was one of the best trainings they had done, with excellent trainers, preparation, material, facilitation, methodology, participant engagement, and logistics."

involved in the country application process, they were not always as involved in the TOT follow-up. Their involvement would have helped in planning and supporting the roll-out.

Further recommendations for improvement included:

- Having the trainers meet and exchange prior to rolling out the TOT;
- Adjusting the adult learning module to be less theoretical and more focused on and adapted to its relationship to case management;
- Providing further explanation of the overall objective for some sessions such as the timeline exercise or the “feeling check-in” at the end of each exercise/ role play; and
- Including an additional day at the start of the TOT to remind participants of the case management standards, when case management is or is not required, and criteria for identifying children who require case management.

4. Roll-out: Country trainings

Following the TOTs, participants from the eight countries organized and delivered in-country interagency trainings according to the country roll-out action plans they had developed. In order to receive a certificate of completion for the TOT, each participant was required to deliver one training and submit a training report. Certificates were distributed by the IRC and UNICEF country offices. Informants found the certificate to be an effective incentive to keep the momentum.

Of the 60 participants who participated in the TOT, 48 successfully delivered trainings and submitted reports. An additional 2 trainers delivered trainings after the project deadline. Out of the 10 who didn't deliver training, the majority (80%) had left their position or their organization. Half of the trainers who left their position or organization were from Syria. One hundred forty-four (144) organizations were represented in country-level trainings, primarily from local NGOs.⁹

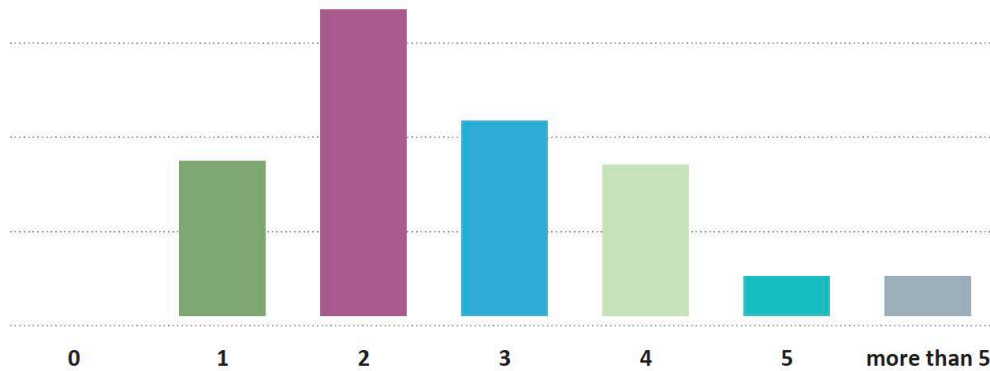
"Of the 60 participants who participated in the TOT, 48 successfully delivered trainings and submitted reports. An additional 2 trainers delivered trainings after the project deadline."

⁹ IRC (2018). *Final Report: Working Together for Improved Responses to Children's Needs*.

Trainers reported that most countries had a minimum of two in-country trainings with some delivering more than five trainings, which is higher than the number of trainings reported to the CMTF. This was confirmed during the field visit in Burundi where two in-country trainings were conducted and only one was reported. *This seems to indicate that additional trainings were conducted beyond the reporting period of the project. Some of the trainers also conducted additional trainings within their respective organizations.* Informants mentioned that some countries were planning future trainings and had integrated these into new proposals to increase coverage.

"This seems to indicate that additional trainings were conducted beyond the reporting period of the project."

How many in-country trainings were organized within your country?



Overall, trainers found the training approach very pragmatic. It facilitated in-country follow-up and engagement. Trainers were able to roll out the trainings in their own language. In some countries, the interagency trainers organized a specific meeting with the Child Protection Working Group to present the TOT and the next steps identified in the country action plan. This bolstered the engagement of the coordinator and broader coordination group.

As in many similar initiatives, although most trainers were highly committed during the TOT, a challenge was to maintain the momentum once they returned to their respective organizations and work priorities. Trainers cited a wide range of challenges to implementation, the biggest of which were:

- Lack of time and budget;
- Lack of organizational support;
- Difficulty reaching supervisors from all organizations involved in case management;

- Staff turnover and the resulting loss of available trainers; and
- Lack of interagency leadership.

Challenges your country team faced during the implementation of the country roll-out action plan



In Iraq and Burundi, it was particularly difficult to select participants with the appropriate roles and capacities as both countries had limited capacity in case management. Other challenges mentioned by trainers included:

- Lack of technical support;
- Lack of knowledge and skills to deliver the training;
- Translation of modules into the local language, including finding the correct translation of some of the technical terms;
- Accessibility (particularly for Syria) and security situation reducing access to the right audience;
- Trainers being overburdened;
- Mobility of participants needing to be trained; and
- Needing more follow-up from the trainers.

There is also a need to be realistic on an overall timeline for rolling out the trainings. Many trainings were conducted in a limited time frame (three days in some countries). This was further compounded by a limited understanding of case management from some participants. This highlighted the importance of selecting countries where the CM framework is already in place and of effectively targeting participants.

During the field visits in Iraq and Burundi, one of the key challenges mentioned was the limited follow-up after the in-country trainings and the need to ensure:

- Follow-up coaching from the country team of trainers to the trained supervisors;
- The ability of supervisors' managers to supervise and coach the supervisors;
- Overall managerial/ organizational support of the trainers to achieve the subsequent roll-out;
- Additional and refresher trainings for supervisors (already trained and new supervisors);
- Peer support groups and meetings for supervisors to share their respective practices and discuss challenges encountered; and
- Coaching and training to increase the pool of trainers within the respective countries by the first cohort.

Discussions were underway in both countries on how to implement these next steps with UNICEF's support and, in Iraq, in coordination with the CPIMS+ initiative.

An additional constraint encountered in both countries was that the current program design and staffing structure were not aligned with CPMS and did not include supervisors (or only a limited number of supervisors). One agency in Iraq had only one supervisor who supported seven different locations with six social workers in each location. Other organizations were able to restructure their staffing structures, ensure supervisors were in place, and even include these positions in future funding proposals. However, this depended on the understanding and support of the management team and donors.

5. Training modules and supervision tools

Training modules

The training is organized by four modules:

- Defining supervision and coaching;
- Supervision and coaching practices and tools;
- Supervision and coaching skills; and
- Staff care and well-being.

Each training module consists of a set of PowerPoint slides with detailed facilitator notes and a series of handouts that correspond to the activities required for that module. Activities in the modules include group

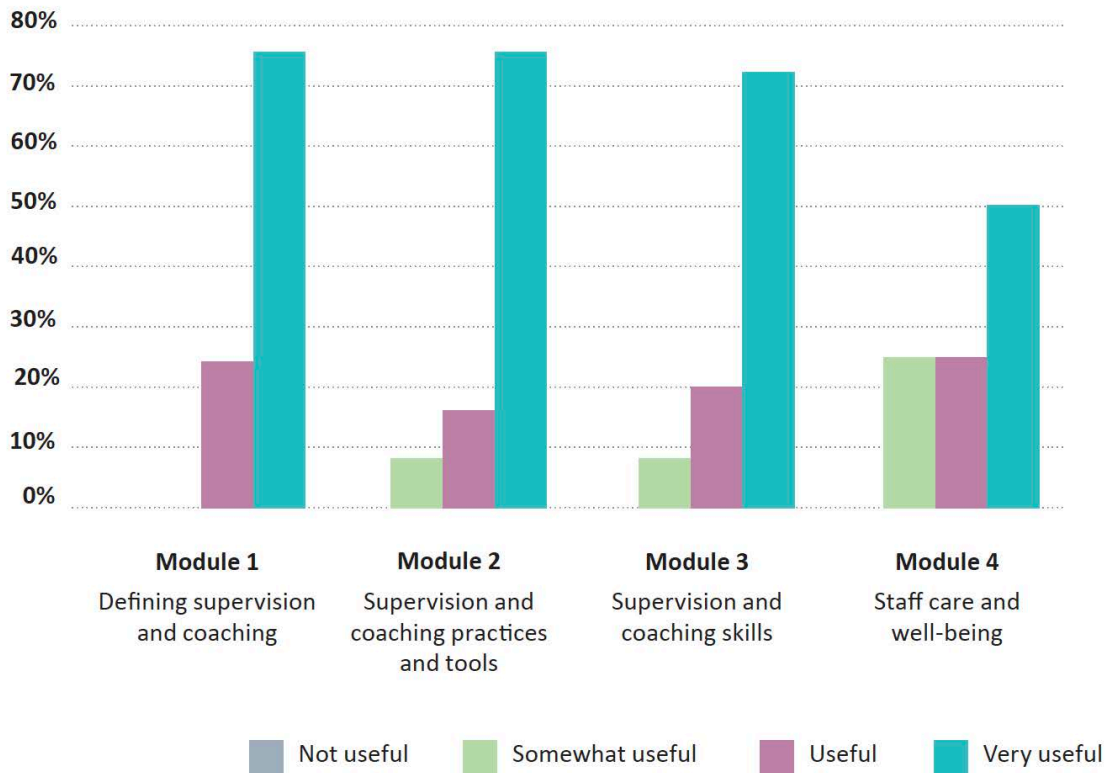
"..organizations were able to restructure their staffing structures, ensure supervisors were in place, and even include these positions in future funding proposals. However, this depended on the understanding and support of the management team and donors."

discussions, role plays, case studies and other experiential learning methods. Each module begins and ends with clearly indicated aims and learning outcomes in order to ensure facilitators and participants are aware of what their learning experience should entail. Each module also includes a final review quiz and an exercise to help training participants pause, reflect, and add actions to their own personal “supervision action plan.” This makes the training action-oriented while providing participants with an opportunity to reflect on the core knowledge and skills they have acquired and to participate in a fun, team-based activity.¹⁰

Module 1 (Defining supervision and coaching) and Module 2 (Practices and tools) were mentioned to be the most useful followed closely by Module 3 (Supervision and coaching skills). Many informants appreciated the description of the three supervision functions, guidance on and practice with the tools, and recommendations for providing feedback. Some informants, however, expressed confusion and requested clarification on (a) the supervision and coaching tools and (b) the case management tools. Trainers and key informants found all four training modules useful. Informants appreciated that the training was simple, clear, and straight to the point. Facilitators and other global stakeholders who participated in the TOT appreciated the teach-back model and structure of the TOT with its range of learning approaches: theory, games, individual work, and country group work.

¹⁰ IRC (2018). *Final Report: Working Together for Improved Responses to Children’s Needs*.

Training modules



Module 4 (Staff care and well-being) was mentioned as being the hardest to facilitate. Some informants thought this module could have been done separately but were concerned that separating this module could give the inaccurate impression that this topic was less important. One trainer thought it was a critical module, but the training needed more than three days to do all the activities. There was diverging feedback on the mandala exercise. Some really appreciated it, and others felt it was complex to use. The [Grow model](#) was mentioned as being quite advanced and requiring a higher level of competencies. Some informants mentioned that the adult learning session could have been improved and the historical background information could have been shortened. Another trainer felt it would be useful to include a module on case management and one on personal development.

Supervision tools

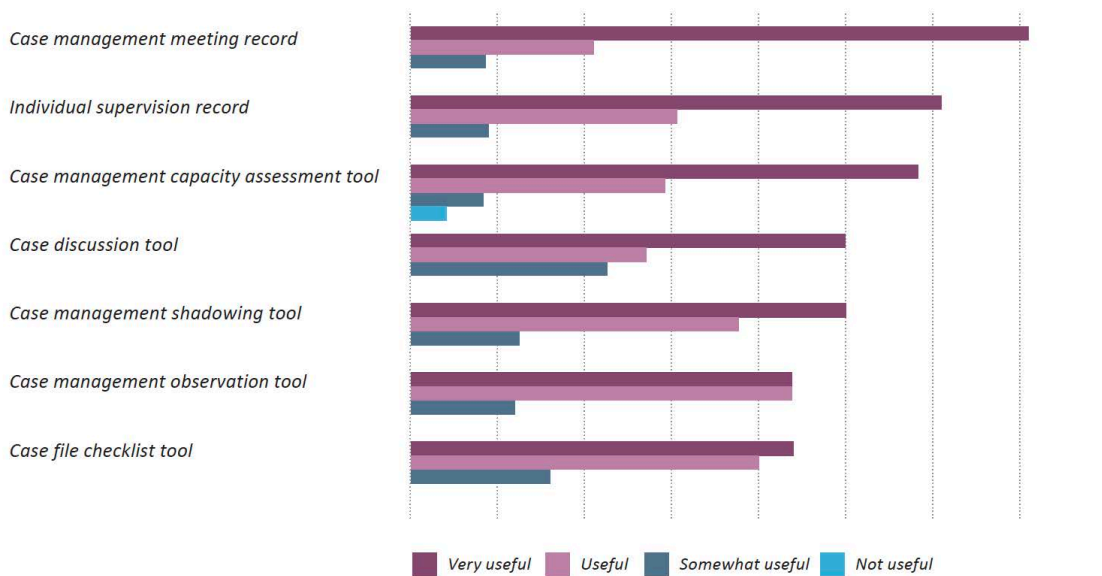
All the supervision and coaching tools were found to be useful and necessary. It was important to provide all of them, and the supervisors could then decide which they might prefer using.

"All the supervision and coaching tools were found to be useful and necessary."

The case management meeting record and individual supervision record were highlighted as the most useful and the tools that would be used most frequently.

The other tools¹¹ were also thought to be useful but more on an as-needed basis. The observation and shadowing tools were found to be useful but were often considered secondary when supervisors had limited time.

Supervision and coaching tools



The Case File Checklist was also mentioned, albeit less, potentially because many country programs already used this tool. One informant mentioned that the Case File Checklist and the Capacity Assessment Tool were the two tools that were the most requested and received the most positive feedback via the CP AoR helpdesk. The Case Management Capacity Assessment Tool was also found to be useful in the online survey, but some trainers and informants mentioned it was complicated to use.

¹¹ Case Management Capacity Assessment, Case Discussion Tool, Case Management Shadowing and Observation Tools and Case File Checklist Tool.

In Iraq and Burundi, some supervisors found some of the tools took too much time. This was compounded for organizations whose practices were not aligned with CPMS standards, had limited number of supervisors, and had large number of caseworkers to supervise. In those instances, the agency was not able to use individual supervision and focused more on case management meetings and shadowing/ observation sessions as needed.

Some informants mentioned it was critical that the tools were not perceived as just another form to fill in but as a crucial part of providing supportive feedback. This would help present the tools as a means of providing constructive feedback and mentoring rather than as authoritative monitoring tools.

"Some informants mentioned it was critical that the tools were not perceived as just another form to fill in but as a crucial part of providing supportive feedback."

6. Support focal point

The country support focal point was part of the structure of the initiative that had been recommended by CMTF members to provide coaching and technical support to the country teams during the roll-out process.

Country support focal point role and responsibilities

1. Organize monthly Skype calls to support the roll-out of training and provide coaching on the use of the modules and tools.
2. Support the country program team to implement their action plan.
3. Review the training reports, analyze results, and provide feedback to country program team.
4. Follow up with participants to complete the end-of-program evaluation survey.

(Source: IRC [2017]. PowerPoint Presentation for Global Consultation, Greece)

The support focal point was identified during the workshop in Greece based on an existing relationship with the country. In some instances, this person was in-country. In other instances, the person was based in the region or in the US or Europe but had worked or was already providing case management technical support to the country. In some countries, focal points helped to maintain the momentum and nudge the country

team in following up and completing the training report. They provided materials when needed and gave the certificates to the trainers once the action plan rolled out. Focal points were also extremely helpful to the global CMTF chair in gathering information from and following up with each country.

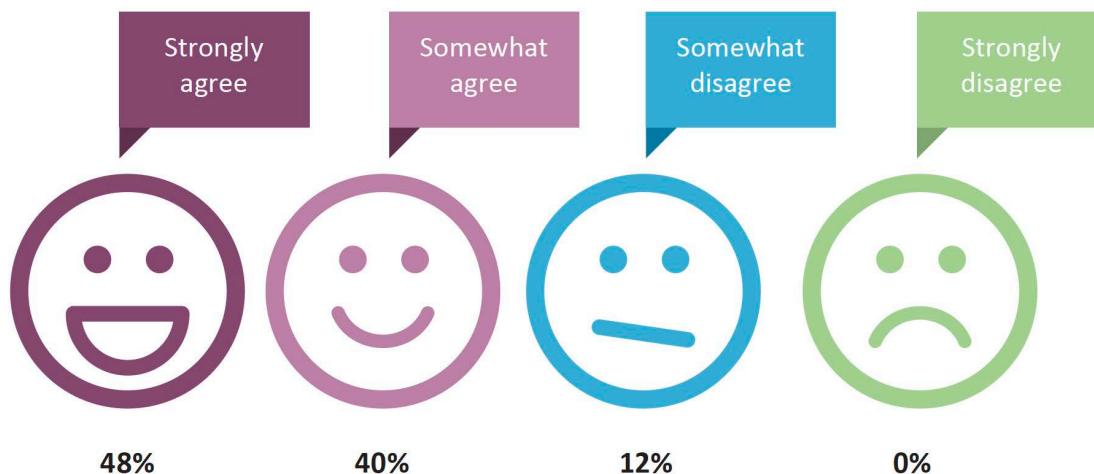
Technical support seemed to be more impactful if the focal point was in-country or support was provided alongside existing planned field visits. Technical support provided ranged from:

- Reviewing who was participating in the country roll-out training;
- Reviewing the content of the in-country training prior to the training;
- Helping the team identify how the follow-up would take place;
- Creating a Skype group with all the trainers and sending regular messages for follow-up; and
- Responding to country teams' questions.

"Technical support seemed to be more impactful if the focal point was in-country or support was provided alongside existing planned field visits."

Participants mentioned that having a support focal point who spoke French was very helpful for francophone countries. As some focal points had gone through the process of designing the case management system, they could relate to the challenges trainers were facing and were able to recommend some of the tools that they would need. Another positive side effect was that some focal points were able to cascade the training further down within their own organization (War Child in Syria, among others) and country (such as Madagascar).

I found the country support focal point helpful



There was, however, mixed feedback on the role of the support focal point. From the online survey, many trainers found the country support focal point helpful. Many informants thought the *concept* was very helpful but that it ended up being less useful in *practice*. Focal points themselves felt that they ended up being less involved than they had anticipated and were not sure how helpful they had been in the process. Strong in-country coordinators were the best placed to provide ongoing support. In most instances, country teams with strong ownership did not require much support.

Although roles and responsibilities had been discussed, there were some overlaps between the support focal point and the national coordinator, particularly when the national coordinator was very dynamic and engaged and, furthermore, had attended the TOT. This created some confusion for the country team of trainers. The support focal point role could have been further clarified to both the trainers and the national coordinators. In other instances, the national coordinator may not have had either the bandwidth or technical know-how to provide strong support. Additionally, support focal points did not always know all the in-country actors. Close communication between the national coordinator and support focal point could have been more systematic. Many thought it was good to have the focal point as a backup but it was important to step back and let the country lead the process. In future initiatives, it would be important to discuss who will be leading the coordination and technical support of the TOT.

In hindsight, some support focal points would have wanted to:

- Discuss further with the team how to contextualize the content;
- Be more proactive with some trainers who were less engaged;
- Have a scheduled call after the training; and
- Take a more mentoring and coaching approach with the country team of trainers.

Debriefing with the other support focal points might also have been helpful for learning from each other about how to support the trainers. However, support focal points acknowledged that they might not have had the bandwidth to provide this level of support. Some focal points were hesitant at first to take on this role as they were concerned about the time

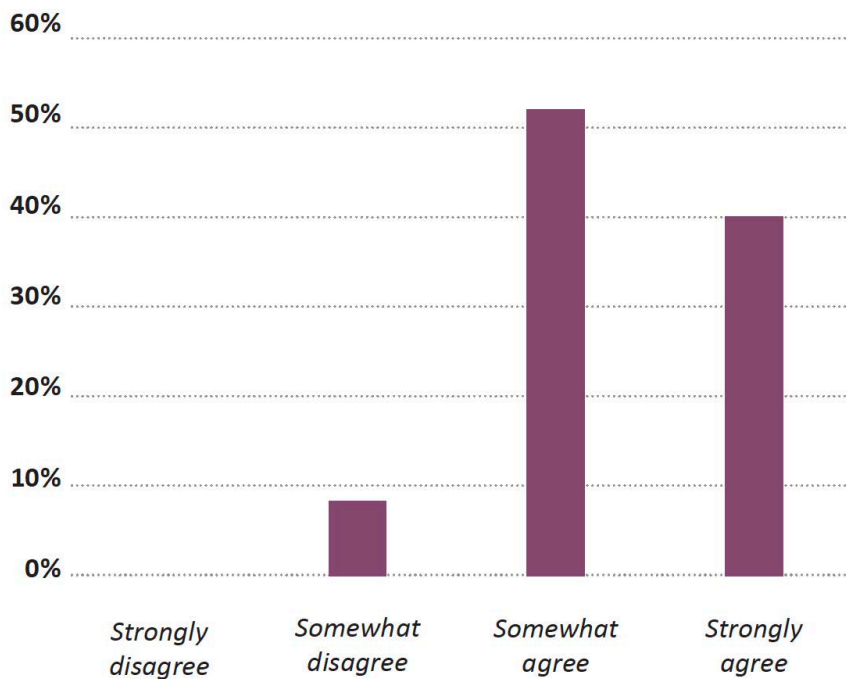
commitment. People who were asked to volunteer probably didn't have the time to provide as much support as they wanted or as was needed. One recommendation from an informant was to look at the Child and Adolescent Survivor Initiative (CASI) which had budgeted for dedicated staff in each country to follow up and support the implementation with country visits prior to and after the training.

Many recommended that the focal point should attend the TOT. Initially, the plan was to have the focal points co-facilitate the TOT. However, this was only possible in Burundi, Iraq, Turkey, and Syria. Because of the many changes that were required following the global consultation, there was limited time for the support focal points to be prepared and comfortable in co-facilitating. Some focal points attended and others participated in a debrief at the end of the workshop via Skype.

B. Effects of the initiative

1. Collaboration and coordination

The TOT strengthened interagency collaboration



The majority of informants considered the process to be a true interagency collaboration from design through implementation. There was a deliberate intention to bring people together at global, regional and country levels. The development of the material was done in close collaboration with the interagency CMTF and included members from the CP AoR (global- and country-level members). This enabled high-level technical interagency coordination.

"The majority of informants considered the process to be a true interagency collaboration from design through implementation."

The initiative purposefully worked through the coordination structures instead of one or multiple agencies within the CMTF. This enabled the initiative to:

- Extend beyond the global level;
- Benefit from the CP Sub-Cluster/ Working Group coordinator's understanding of the country context; and
- Ensure that national and sub-national agencies beyond the ones within the CMTF benefited from the initiative.

The country application process fostered in-country collaboration as well as inclusion of local governmental and non-governmental partners. However, a limitation mentioned was that certain organizations operating far from where the national coordination meetings were held were less engaged in some instances. The process was also dependent on the strengths and functioning of the coordination mechanism, which varied across countries. Informants mentioned that some agencies involved in case management did not become aware of this initiative through the CP Sub-Cluster/ Working Group. They found out about the initiative through their own contacts within their agency or other agency members of the global CMTF. It was recommended that similar initiatives be disseminated through multiple channels while keeping the coordination in the CP Sub-Cluster/ Working Group. For example, the initiative could be advertised by all agencies within the CMTF and their partners as long as all interested organizations connected with the in-country CP Sub-Cluster/ Working Group, which would continue to coordinate the country submission.

By design, the TOTs fostered collaboration. TOTs were co-facilitated across agencies with a strong participant representation across different agencies, nationalities, countries, and genders. Country teams' cooperation and ownership was strong. Bringing different countries together increased cross-country sharing and exposed countries to other good practices. It helped country teams to compare where they were in their process and provided them some reinforcement that they were doing well. The TOT fostered strong relationships between the participants and initiated a network in the Middle East. During the field visit in Iraq, trainers mentioned being in contact with colleagues from Syria and Turkey on issues of unaccompanied and separated children and children in detention. In Burundi, as Niger participants' arrival was delayed by a day, each participant from the Burundi team was asked to mentor one participant from the Niger team to get them acclimated and to provide the relevant information about the logistics, country, etc. This brought about a strong synergy.

"TOTs were co-facilitated across agencies with a strong participant representation across different agencies, nationalities, countries, and genders."

At country level, the initiative also fostered strong interagency collaboration between international and local NGOs, UNICEF, UNHCR, and government actors. The interagency approach and team structure facilitated multiple country-wide trainings. Interagency teams of trainers fostered a feeling of being part of the same team. For example, in Iraq, a Skype group was established for trainers to support each other and share ideas.

GBV - CP collaboration

In Myanmar, the initiative supported further convergence and increased the collaboration between GBV and CP actors. Although GBV actors were not initially able to participate in the TOT, the trained trainers asked for GBV actors to be involved in the in-country trainings. The CASI initiative enabled the continuation of this collaboration and discussed how to move it forward beyond the pilot. The approach was further adopted by the national system, and UNICEF and UNFPA have now committed five years' funding to further foster collaboration and a coordinated response.

All follow-up discussions were based on this interagency approach and fostered interagency collaboration and coordination in the planning and

implementation of the in-country trainings including:

- Engaging all agencies involved in the TOT in translating the materials;
- Organizing a full day for all trainers to come together and prepare and adapt the training;
- Coordinating and assigning the roll-out of the trainings across different organizations and geographic locations; and
- Pulling budget and logistics support from across agencies.

The planning process also helped to clearly map out agencies to target. All trainings were co-facilitated by an interagency team and attended by participants from many agencies. The in-country trainings created a space where supervisors could come together and share their respective experiences. In Iraq, the strong collaboration and regular contacts between the trainers also supported collaboration on other similar initiatives such as the roll-out of the CPIMS+.

In Niger, the team discussed implementing missions to monitor how supervision and coaching happened, with one organization checking on another organization. At the time of the informant interviews, this still needed to be implemented. In Burundi, the roll-out took place throughout the existing national and sub-national coordination mechanisms led by the government (Comité de Protection national et provincial). There were discussions on how this could be further rolled out through the community-level coordination mechanism (Comité de Protection Communautaire/ collinaires) by the provincial coordination group. UNICEF was also discussing with the government how they could support a follow-up plan in Case Management Supervision and Coaching across these different levels and integrate it into the governmental action plan. This would include supervision and coaching follow-up visits by the interagency country team of trainers (allocating different sub-national regions to trainers working in these respective sub-national regions).

Having standard interagency trainings and tools also helped agencies to harmonize their practices which, in turn, strengthened and operationalized interagency coordination. In Iraq and Burundi, the interagency trainings strengthened the referral pathways. As all interagency supervisors were attending the training together, they could discuss and try to address some of the existing bottlenecks. The case

"Having standard interagency trainings and tools also helped agencies to harmonize their practices which, in turn, strengthened and operationalized interagency coordination"

management meetings, one of the supervision practices, were also mentioned as an ongoing opportunity for supervisors to identify and address any gaps in coordination between caseworkers and other organizations/ service providers. Interagency collaboration was strengthened beyond the roll-out countries. For example, in Tanzania, the shadowing sessions were used between UNHCR and INGO teams, which strengthened collaboration and the overall relationship.

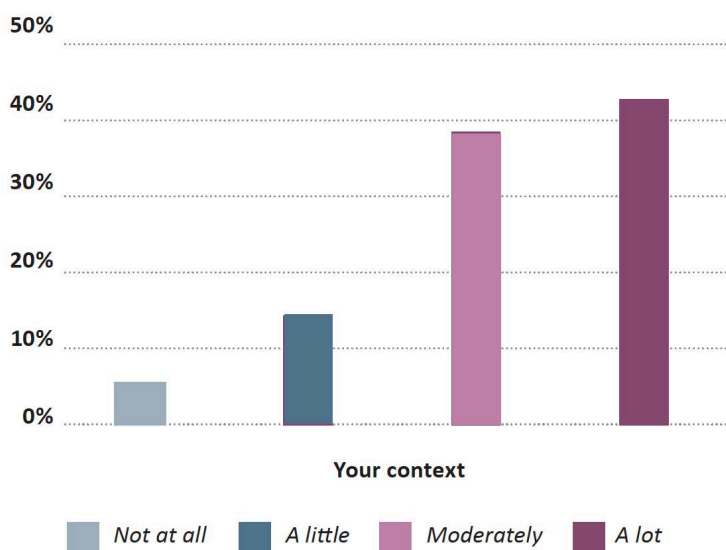
One challenge some informants mentioned was that the CP Sub-Cluster/ Working Group was not always aware of and involved in the organization and implementation of the trainings. In some instances, the accountability did not go back to the in-country CP Sub-Cluster/ Working Group after the TOT. However, some informants recognized that the CP Sub-Cluster/ Working Group did not always have the bandwidth to facilitate and/ or support the organizations that conducted the trainings. Having a functioning in-country case management working group, such as in South Sudan and other countries, seemed to further strengthen communication and collaboration.

Some informants recommended that in-country follow-up be embedded in a broader interagency CM work plan. This could inform the development of a costed action plan to effectively set up case management and identify agencies to lead on different CM aspects. This would have enabled the CP Sub-Cluster/ Working Group and the lead agencies to use a coordinated and complementary approach for including the costed action plan in the humanitarian response plans (HRP) and in agencies' respective proposals.

For some countries, coordination was more complex due to the context. In Syria, coordination mechanisms were structured in different hubs aligned with the conflict context. Although efforts were made for a whole-of-Syria approach for this and similar efforts (CPIMS +, GBV, etc.), there was limited inter-hub connection.

2. Contextualization

Did you adapt the supervision and coaching practices and tools to your context?



By design, the TOT fostered contextualization. The methodology allowed participants to reflect on their own context, hierarchy, relationships, and organizational structures. For example, some informants mentioned how the South Sudan, Myanmar, and Nigeria teams used the in-person workshop to discuss and anticipate context-related issues they might face. In the Middle East, the TOT fostered regional contextualization as the participating countries shared many similarities and needed to work closely together.

The country contextualization heavily relied on the country team of trainers. Most of the trainers mentioned adapting the supervision and coaching tools to their context through role plays and language. In other contexts, contextualization included minor changes such as:

- Changing the name;
- Removing one specific competency from the assessment tool;
- Shortening the length of the training to adapt to participants' availability;
- Refining the translation; and / or
- Prioritizing some tools over others.

Other countries used the training manual and tools “as is.” In Iraq, some

“By design, the TOT fostered contextualization. The methodology allowed participants to reflect on their own context, hierarchy, relationships, and organizational structures.”

of the supervision tools were merged to take into account limited time (i.e. checklist, case discussion and capacity assessment). In addition, some of the tools were further updated to be used with government counterparts.

The contextualization topic most discussed was how the training and related tools could be adapted to a more hierarchical structure and to cultural norms that were prevalent in most countries.

In Myanmar, the team decided to further contextualize the training and tools following the roll-out. They were concerned it would take too long to contextualize at the beginning of the process and wanted to move forward with the training as soon as possible. They decided that the learnings from the roll-out would inform future contextualization which would be followed by a subsequent roll-out across the country.

Contextualization process in Cox's Bazar

Cox's Bazar was not part of the initiative, but the roll-out of the supervision and coaching package was initiated by Save the Children as part of the interagency Bangladesh response. There was a strong focus on contextualization with the support of an in-country consultant. A situation analysis was conducted, and the key findings were central to framing the contextualization discussion.

A contextualization workshop was then organized prior to the TOT, starting with a discussion on what contextualization meant and which existing social norms to take into account. It was central to involve national staff in the training and tool development process to ensure effective contextualization and ownership. There were in-depth discussions on what coaching means within the existing management context.

The tools for which existing practices were already in place informally were prioritized. These included: individual supervision; observation; shadowing sessions, and case management meetings.

The team felt the capacity assessment tool was beyond the scope of this training. Instead, it should be part of the broader staff competency framework and inform competency-based interviews and job descriptions.

The in-depth contextualization approach helped foster ownership by the country team.

Contextualization for remote support

The Syria team discussed how to best support a network of local organizations where access was limited by using remote operational modalities.

The training was adapted to ensure all participants from multiple locations could access the training via WebEx. However, this reduced the ability to see the role plays which were done offline. Additional time should have been allocated for preparing and conducting the training in such challenging environments.

Some of the tools were also adapted to support remote coaching. For example, some supervisors conducted individual supervision, case management meetings, and case files reviews with caseworkers over phone or Skype.

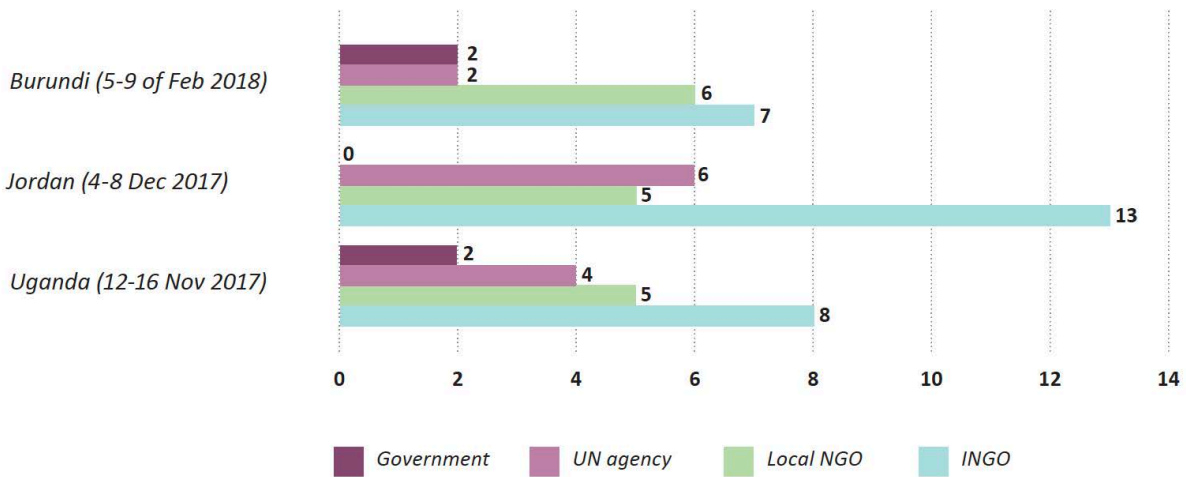
Syria is currently developing a series of learning papers on remote management. During the informant interview, informants suggested potentially including case management and supervision.

In Iraq, remote supervision was also provided to caseworkers based in less accessible locations by the supervisor (Mosul and Baghdad). Caseworkers would come to Erbil for face-to-face meetings. As observation sessions were difficult to conduct, role plays were organized to discuss complex cases. Trainers and supervisors discussed the option to identify senior caseworkers who could conduct the shadowing and observation sessions with less experienced caseworkers and have remote debrief sessions with the supervisor and senior and junior caseworkers. This approach could also be used to build the capacity of future supervisors.

3. Localization

As mentioned previously, during the global consultation in Greece there was a gap in broad representation from local organizations, field colleagues, and in-country practitioners. The meeting lacked the local perspective which could have further influenced the roll-out process at regional and country levels and the identification of support focal points that might have been better placed to provide in-country technical support.

ToT participants by type of organization



For the three TOTs, participation from national staff and national agencies was prioritized. A third of the participants were from local organizations. During the country application process, the CMTF encouraged country coordination groups to nominate national staff and local governmental and non-governmental organizations to promote the sustainability of the initiative.

"For the three TOTs, participation from national staff and national agencies was prioritized."

Due to some sensitive contexts, particularly in the Middle East, it was difficult to involve government counterparts. Logistical constraints such as visas also limited the ability to have local agencies attend the Middle East TOT, which included mainly national staff from the UN agencies or international staff from the region. All other TOTs included governmental and local organizations.

Many local organizations and governments were involved in the country roll-out trainings.¹² However, one limitation mentioned was that many local organizations involved in case management were not using interagency CM tools. This led to a lack of harmonized understanding and approach in some instances.

¹² Final Report to OFDA mentions that 144 organizations were represented in country-level trainings, primarily from local NGOs.

IRC (2018). *Final Report: Working Together for Improved Responses to Children's Needs*.

Bottom-up capacity-strengthening approach

In Myanmar and Iraq (Kurdistan Region), trained NGO caseworkers in camp sites have been supporting government caseworkers and supervisors through a “buddy system.” This consists of having an experienced caseworker support and accompany the government caseworker through regular meetings and shadowing or observation sessions.

In Iraq, the “Strengthen Child Protection Case Management Systems project” by [Triangle Generation Humanitaire](#) (TGH) has capacity-building caseworkers who support government social workers through capacity assessment, shadowing, observation sessions, and case management meetings (1 TGH capacity-building caseworker for 6-7 government caseworkers). TGH capacity-building officers support government supervisors (1 TGH officer for 2-3 government supervisors). TGH developed a database to monitor social workers’ capacity-building over time. TGH also facilitates peer-to-peer meetings with local and national NGOs and government actors to discuss specific topics such as child labor or child marriage.

In Myanmar and Burundi, there is an intentional effort to strengthen local organizations in case management and supervision and coaching and to support them to lead the national CMTF.

In Iraq, the participation of local organizations in the in-country trainings seemed to increase overall sustainability of the effort. For example, trainings in Dohuk had much stronger participation from local organizations and government compared to Erbil, which was mainly attended by INGOs. During the field visits to gather lessons learned a year later, the presence and participation of trained supervisors was much higher in Dohuk.

When a government counterpart participated in the training (such as in Myanmar, Nigeria, and Burundi), there was strong leadership from the government. This seemed to foster in-country coordination and sustainability. In Burundi, the country roll-out was done through the government-led national and local coordination mechanisms. This was also the approach taken when gathering lessons learned.

Government and local organization focal points needed to demonstrate active leadership and commitment, but they also needed to be provided with logistical, financial, and technical resources. In Niger, the focal points within the country teams were the government and a local organization, but there was also a lack of funds and logistical support for local organizations to facilitate the roll-out. In Tilabary, Niger, there was only one local organization from the country team of trainers, and they weren't able to roll out the training due to lack of funding. In Burundi, UNICEF was instrumental in technically and financially supporting local organizations and the government to roll out the trainings. In Myanmar, UNICEF covered the travel costs for all participants to attend the ToT in Uganda.¹³

One informant mentioned how additional support and mentoring from the national and sub-national team would have helped to support the roll-out at the local level. In Burundi, UNICEF consulted with the Ministry about ways the country team of trainers could provide follow-up support to the sub-national working group so that the supervisors trained at sub-national levels could then support further roll-out at local levels.

One informant mentioned that it could also be useful to consider training peers across countries. For example, the Burundi team could train DRC staff if the team had sufficient bandwidth and resources.

4. Trainers' capacity

On average, all country trainers participating in the TOT saw an increase in post-test knowledge. Of the countries, Burundi and Nigeria saw the greatest increase in knowledge post-workshop.¹⁴

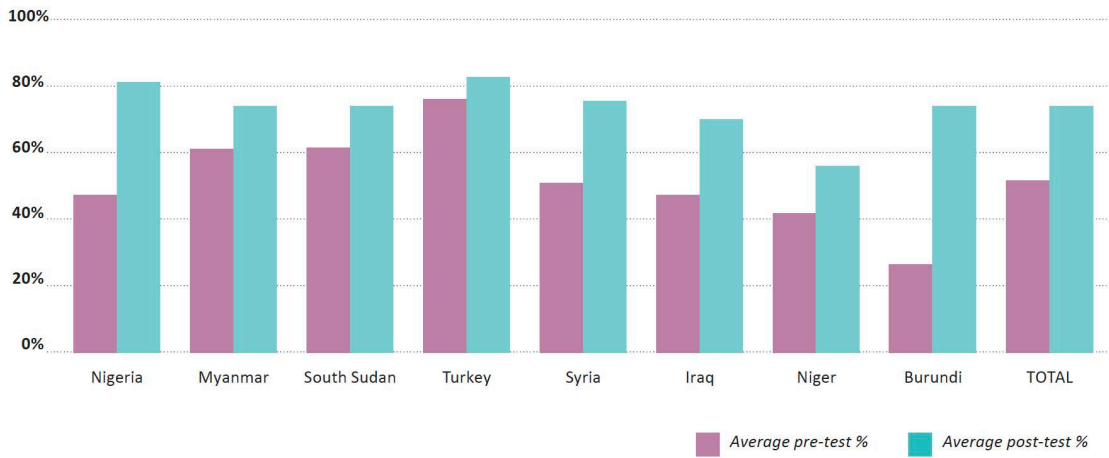
"On average, all country trainers participating in the TOT saw an increase in post-test knowledge."

¹³ Other country participants had their organizations fund their own travel, except for the francophone countries where the CMTF covered these costs due to the organizations' significant funding limitations.

¹⁴ IRC (2018). *Final Report: Working Together for Improved Responses to Children's Needs*.

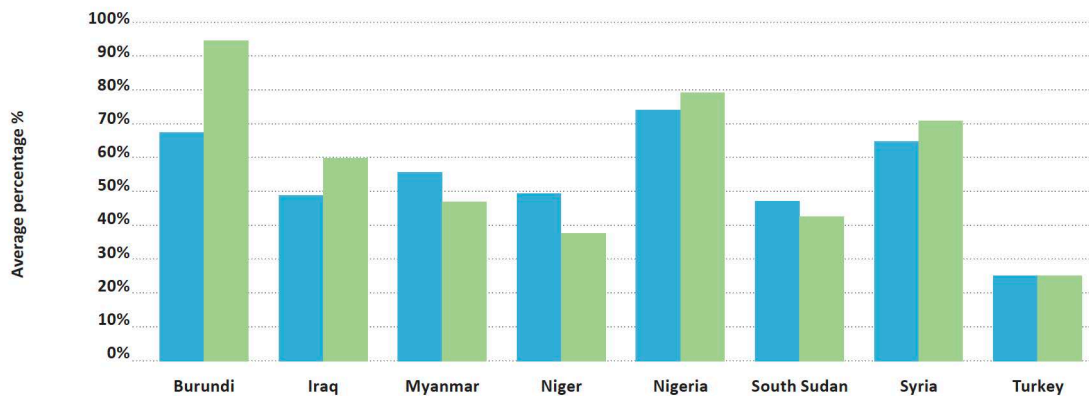
Pre-/post-test average by country

(Source: IRC (2018). Final Report: Working Together for Improved Responses to Children’s Needs.)



All country teams saw an increase in confidence across harm prevention¹⁵ and supervision.¹⁶ Those individuals who saw a slight decrease in confidence noted an awareness of lack of prior knowledge on supervision practices and were generally grateful for the new information learned.

Percent increase in confidence: Harm prevention and supervision



	Burundi	Iraq	Myanmar	Niger	Nigeria	South Sudan	Syria	Turkey
Harm prevention	68	49.3	56	50	75	48	65	25.5
Supervision	95	60	47	38.5	79	43	71	25.5

■ Harm prevention ■ Supervision

[Source: IRC. (2018). Final Report: Working Together for Improved Responses to Children’s Needs.]

¹⁵ Level of confidence to address the effects of harm, exploitation and abuse on children.

¹⁶ Level of confidence to provide child protection case management supervision and coaching.

Global informants and support focal points also highlighted improved capacity and commitment from the trainers. They believed this initiative built a community of practice with very committed members.

"During the field visits in Iraq and Burundi, trainers reported an increase in their knowledge, capacity, and skills."

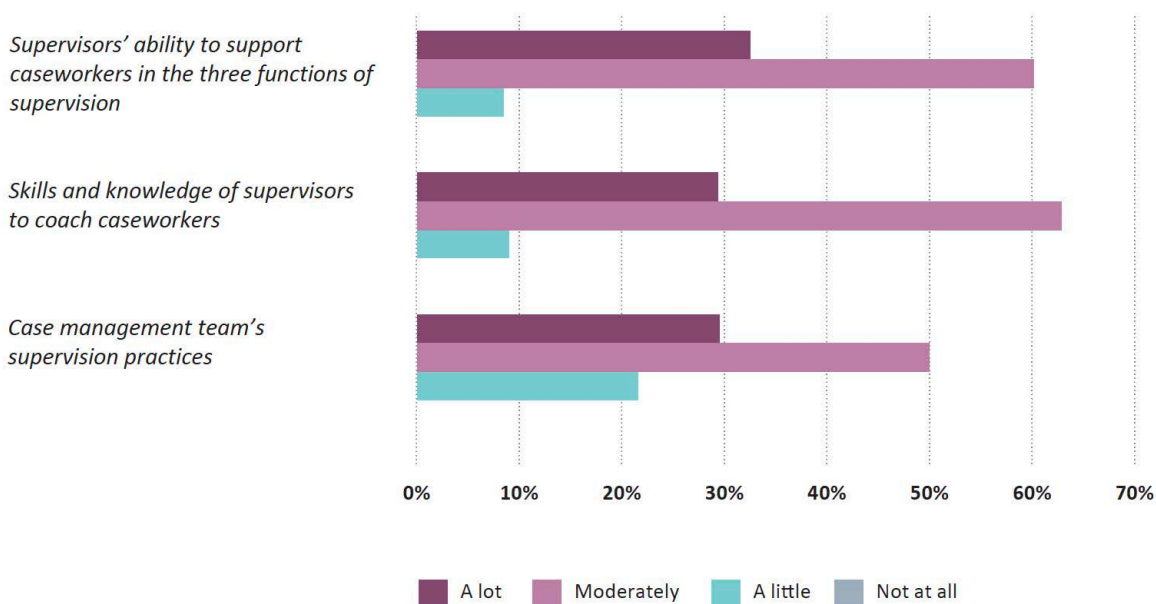
During the field visits in Iraq and Burundi, trainers reported an increase in their knowledge, capacity, and skills. They also reported increased coordination and support between them for the supervision and coaching as well as other case management-related initiatives. Trainers said the initiative:

- Helped them in their respective case management practice;
- Formalized how they supervised and coached caseworkers; and
- Prompted them to update their supervision structures.

5. Supervisors' capacity

In the online surveys, trainers mentioned the supervision and coaching training increased supervisors' skills, knowledge, and capacity to coach caseworkers and improved their supervision practices. Supervisors were able to implement the practices and tools introduced. They were more confident in supervising and supporting their caseworkers on a day-to-day basis.

From your perspective, how much do you think the supervision and coaching training you delivered in your country increased:



During the field visits in Iraq and Burundi, trained supervisors reported that the training helped them formalize, organize, and professionalize how they supervise and coach caseworkers. They noted an improvement in their relationship with caseworkers. In Burundi, supervisors mentioned it improved collaboration within their team, coordination with other stakeholders, and their ability to quickly receive and share information and respond to urgent cases. In Iraq, it helped new supervisors understand their roles and responsibilities and have tools to support them in being an effective supervisor. Trainers felt that supervisors had increased their focus on staff well-being and were more capable in supervision and coaching.

"During the field visits in Iraq and Burundi, trained supervisors reported that the training helped them formalize, organize, and professionalize how they supervise and coach caseworkers."

Some trainers felt supervisors needed a refresher training. Additional follow-up seemed to be needed for supervisors to provide more constructive feedback to caseworkers. With additional training conducted, the impact on case management would be further reinforced. In Burundi and Iraq, trainers and supervisors also recommended additional training on other related topics for dealing with complex cases such as GBV and supporting children with disabilities. However, for the training initiative to have an impact, there still needs to be a basic understanding of case management, which was not always the case.

Supervisors also recommended more regular exchanges and visits across different agencies and peer support groups for supervisors with regular face-to-face meetings and a WhatsApp group for ongoing communication and support. Learning from the experience from other countries was also mentioned in Burundi.

The country trainings increased the interest from all stakeholders, including government when government counterparts were not included in the initial TOT. In Turkey, there are currently discussions about how the tools and methodology could be adapted to support supervisors of psychosocial field agents. Positive impact was also noted in countries beyond the roll-out countries. For example, in Tanzania, supervisors are spending more time meeting with caseworkers regularly, and the quality of case files has improved.

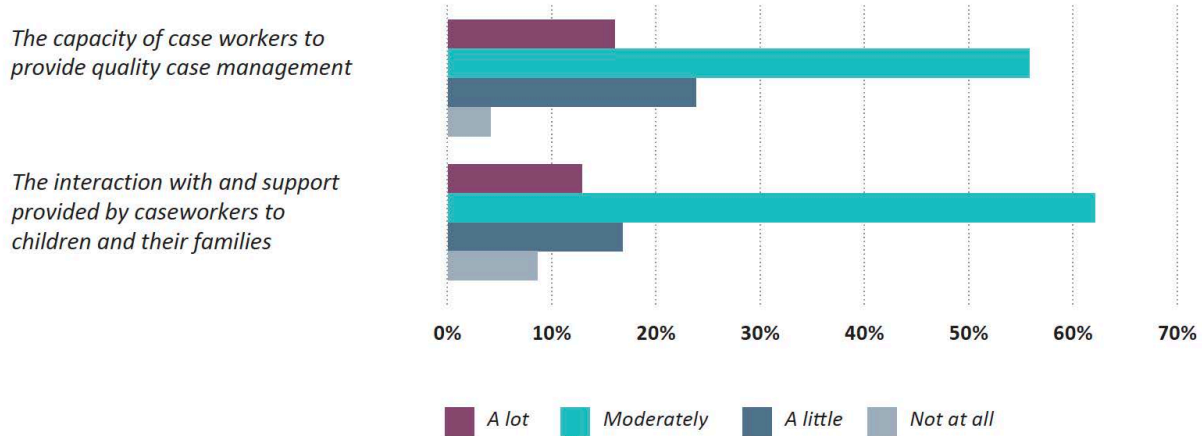
6. Caseworkers' capacity

In Iraq and Burundi, caseworkers mentioned that the supervision practices helped them to better organize their work and improved their interaction with children and families. They found that holding regular meetings with their supervisors and sharing experiences with their peers during case management meetings increased their knowledge, helped them to quickly identify solutions for complex issues, and supported coordination with other services. One challenge identified by some caseworkers was that families were not always comfortable with the presence of their supervisor during observation sessions. However, other caseworkers mentioned that the presence of their supervisors increased trust from the family and child.

Supervisors in Iraq and Burundi also noted an improvement in caseworkers' practices and their interaction with children and families. Caseworkers' communication skills through active listening improved and were more child-friendly. This resulted in children and families being able to express themselves more freely. Caseworkers gathered more information on and coordinated better with children and families to identify solutions. Supervisors also noticed an improvement in the quality of case plans, confidentiality, and frequency of follow-up visits. Caseworkers seemed more confident when dealing with more complex cases and more comfortable consulting with their supervisor to identify solutions together. Caseworkers' overall knowledge and capacity in case management improved, with a better understanding of how to identify, document, and refer cases. Supervisors recommended that caseworkers, particularly those supervising and coaching volunteers, also be trained on the supervision and coaching practices and tools so that they understand the approach and perceive these practices as coaching, not monitoring.

"In Iraq and Burundi, caseworkers mentioned that the supervision practices helped them to better organize their work and improved their interaction with children and families."

From your perspective, how much do you think the supervision and coaching training you delivered in your country increased:



In the online survey, trainers mentioned that the initiative increased the capacity of caseworkers to provide quality case management and improved caseworkers' interactions with and support to children and their families. In addition, some informants mentioned seeing improved communication with children and families, leading to better quality. In Nigeria, informants mentioned a shift in confidence of caseworkers. For example, caseworkers now knew whom to contact if they faced complex cases. Some informants mentioned that they have seen anecdotally higher responsiveness and more effective time allocation depending on the risk levels. This allowed higher-risk cases to receive improved support.



IV. Recommendations

IV. Recommendations

The following recommendations were identified through discussions with key informants, the online survey, and field visits. These recommendations should be taken into account when conducting similar initiatives and when supporting the general sustainability of case management supervision and coaching in humanitarian settings.

A. Sustainability of supervision and coaching practices with case management

In many humanitarian contexts, the social service workforce involved in case management has limited knowledge, skills, and experience in supervision and coaching. This is compounded by a high turnover, limited time for capacity building, and limited resources. There is a need to continually develop this cadre of supervisors while strengthening the cadre of caseworkers. In addition, the funding cycle for humanitarian responses is often very short (6 months to a year), and many funding opportunities are integrated proposals that decrease over the years. It is critical that adequate resources be allocated to the sustainability and implementation of case management in general and supervision and coaching in particular.

"There is a need to continually develop this cadre of supervisors while strengthening the cadre of caseworkers."

1. Social service workforce strengthening

National CP Working Groups/ Sub-Clusters should:

- Map the existing cadre of caseworkers and supervisors.
- Develop a clear pathway for building a cadre of supervisors. This could consist of strengthening the supervision and mentoring capacity of experienced caseworkers based on (a) a validated national competency framework and (b) clear criteria for identifying experienced caseworkers who could benefit from this pathway.
- Provide existing and new supervisors with initial and ongoing refresher training, peer support, and monitoring (within and across agencies) on supervision and coaching and other related skills.

- Adapt the supervision and coaching training package for caseworkers so they understand the approach and tools. This is particularly important when caseworkers are themselves supervising and coaching volunteers.
- Increase the pool of in-country trainers through additional TOTs conducted by the first cohort of trainers.
- Embed supervision and coaching guidance, tools, and training in national case management guidance, SOPs, trainings, and tools.
- Identify convergence between the supervision and coaching initiative and other case management-related initiatives such as CM refresher trainings, roll-out of the CPIMS+, and the CASI.
- Fundraise for the planning and implementation of the above recommendations as well as gathering learning from these implementations.

The global CMTF, the Alliance, and the CP AoR should:

- Develop an online training (MOOC) on case management and supervision and coaching to build the capacity of the humanitarian child protection sector. The online training could be tiered with clear learning pathways for caseworkers and supervisors.
- Align and/or update existing references to supervision and coaching in all global interagency guidance and training to the supervision and coaching training including: *Interagency Case Management Guidelines and Training Manual*, CPIMS+, Quality Assessment Framework, CPMS, etc.
- Identify convergence between the supervision and coaching initiative and other related global initiatives such as CPIMS+ and the current planning of Phase 2 of CASI.
- Identify cross-country training and peer support opportunities (e.g. Burundi country team training DRC workforce).
- Fundraise for the planning and implementation of the above recommendations as well as gathering learning from these implementations.

2. Sustainability planning and implementation

Organizations involved in case management should:

- Adhere to the global standards (CPMS) related to case management and supervision and coaching, in particular the ratio of caseworkers to children and supervisors to caseworkers.
- Develop an agency-specific case management (including supervision and coaching) costed action plan based on the CPMS standards in collaboration with all relevant staff members (including senior management, human resources, and monitoring and evaluation).
- Embed supervision and coaching practices within the organization's existing management and reporting structures (including job descriptions and competency and monitoring and evaluation frameworks).
- Involve line managers of all supervisors trained in-country to support the implementation of supervision and coaching guidance. Identify how line managers can benefit from the training to strengthen their supervision and coaching of supervisors.
- Advocate internally with leadership and grants/ business development teams on the importance of case management that is fortified by consistent coaching and supervision (aligned with the CPMS). Use a simple guide and template to be developed by the CMTF (see below) to inform budget and proposal development.

National CP Working Groups/ Sub-Clusters should:

- Promote global standards (CPMS) related to case management and supervision and coaching, including the ratio of caseworkers to clients and supervisors to caseworkers.
- Identify sustainability opportunities for trained cadre when designing the case management model. For example, this could build on the example from Iraq and Myanmar where supervision and coaching competencies were transitioned to local governmental counterparts.
- Initiate as soon as possible discussions within the CP Sub-Clusters/ Working Groups on how to build supervision and coaching practices and training into new proposals and projects to maintain the momentum and sustainability of the initiative and mitigate against staff turnover.

- Identify (a) opportunities for convergence with development coordination mechanisms (where these exist) and (b) how the CM sub-working group can potentially be a platform across both.

Governments should:

- Identify how the supervision and coaching training can be adapted for in-service training of the existing social service workforce.
- Institutionalize supervision and coaching across the social service workforce. For example, this can be done by integrating supervision and coaching approaches, training modules, and tools into the social work curriculum. Where national associations of social workers exist, share supervision and coaching tools.
- Build on learning from Turkey, Myanmar, and Iraq where linkages and capacity-strengthening efforts with the government workforce were initiated.

Donors should:

- Maintain and increase long-term and continuous investment in case management (including coaching and supervision practices) as a critical approach to improve program quality and to ensure a skilled workforce.
- Promote and invest in case management (including supervision and coaching) that aligns with global standards (CPMS), including the ratio of caseworkers to children and supervisors to caseworkers.
- Ensure global standards are reflected in all proposals.
- Identify country-level opportunities to support ongoing case management capacity building (including supervision and coaching) as early as possible in the humanitarian response.
- Promote and support sustainability planning of the trained cadre, for example through the transition of the cadre and/ or competencies to local governmental and non-governmental counterparts.
- Promote and support longer-term funding to facilitate sustainability planning and implementation, including close collaboration with other early recovery and development donors.

The global CMTF, the Alliance, and the CP AoR should:

- Advocate for the importance of supervision and coaching practices to quality case management responses at global, regional, and country levels to maintain the momentum, build institutional memory, and support overall sustainability.
- Advocate with donors on the importance of investing in supervision and coaching as a central component of quality case management:
 - Develop key messages for target donors;
 - Develop project design tools/ checklists for donors and other stakeholders to support the development and review of any proposals and budgets which includes case management; and
 - Consult with donors currently supporting case management on how best to target other donors, including in early recovery and development contexts.
- Advocate with governments, UN agencies, and donors on how case management supervision and coaching is central to strengthening the social service workforce and national child protection systems. This should include advocating for strengthening national social work training institutes and related curricula as well as strengthening/ developing national associations of social workers.
- Advocate with GBV and CP actors to further look at convergence as it relates to case management, building on CASI and specific learning from Myanmar.

B. Future (similar) initiatives

Workshop participants, trainers, and other informants highly valued the initiative's thoughtful and comprehensive methodology as well as the interagency and decentralized approach. The lessons learned and recommendations identified should inform future capacity-building initiatives.

1. Methodology

Organizations, task forces, and working groups leading capacity-building initiatives should:

- Apply the iterative learning process and decentralized approach of the supervision and coaching training including:
 - The online pre-learning course;
 - The face-to-face TOT;
 - The development of interagency country action plans; and
 - In-country cascade training with ongoing coaching and follow-up from the global and country support focal points.
- Implement the country application process through the CP Sub-Cluster/ Working Group and ensure minimum capacity and practices are already in place in-country.
- Target countries that work in similar contexts and have opportunities to work together in the regional trainings and apply a buddy system between participating countries prior to the face-to-face meeting (building on learning from the Burundi/ Niger experience).
- Tie the delivery of the in-country trainings to the certificate to recognize the cadre as trained trainers and to increase their commitment to carrying out the in-country trainings.
- Apply the easy-to-use and engaging format of the supervision and coaching training toolkit, materials, and related tools to other similar capacity-building initiatives.
- Ensure funding is available to support country roll-outs and require that national working groups and in-country organizations include future trainings and roll-outs in forthcoming proposals to ensure sustainability.
- Develop an online course and/ or MOOC that can be shared broadly with regional and in-country participants as well as other interested organizations.

Donors should:

- Provide funding for in-country support of similar capacity-strengthening initiatives that build on these recommendations, including the iterative, blended learning, and decentralized approaches.

- Provide flexibility in the time period for implementing the initiative so countries can cascade down the training in response to their specific context and needs.
- Promote these initiatives to regional, national, and other global offices and advocate for them to maintain the momentum and invest in the capacity built during and following the initiative.
- Ensure similar global initiatives are linked and coordinated to increase impact.
- Promote these initiatives with other donors and advocate for them to maintain the momentum and invest in the capacity built during and following the initiative.

2. Interagency approach

Global organizations and working groups should:

- Apply the interagency approach used in the supervision and coaching training from the development of the materials to the structure and facilitation of the TOT to the planning and implementation of country-level trainings.
- Have the country application process conducted through the CP Sub-Cluster/ Working Group to enable better country representation, including local actors, in the TOTs.
- Involve the in-country CP Sub-Cluster/ Working Group in the action planning process to ensure it is realistic and coordinates with other in-country activities.
- Involve both refugee and IDP contexts in such initiatives.

National CP Working Groups/ Sub-Clusters should:

- Identify countries where a CM Task Force/ Working Group is already in place or where there is a commitment to set this up during or following the initiative. This could be part of the country application's requirements.
- The role of the support focal point should be included in the CMTF coordinator job description to provide additional support to the CP Sub-Cluster/ Working Group coordinator. The interagency focal point for case management should be funded and tasked with leading ongoing workforce strengthening.

- Have the interagency country team of trainers develop and implement their interagency country action plan in close collaboration with the national CP Sub-Cluster/ Working Group to bolster interagency ownership and commitment.
- Organize a session with all members of the national CP Sub-Cluster/ Working Group following the TOT where the trained interagency country team presents the TOT and discusses next steps. This should be an opportunity to (a) further discuss and refine the country action plan to take into account other country activities and (b) determine how the action plan can be embedded in a broader case management costed action plan.
- Integrate supervision and coaching into all capacity-building strategies and workplans.

3. Local representation and contextualization

Global organizations and working groups should:

- Involve in-country practitioners during the design and planning process, including during global consultations and meetings where the training material is being reviewed and the methodology is being planned. This should build on the Alliance's strategic priorities to increase localization and the progress made in the past few years by including more local partners in its task forces.
- Include local representation in all global consultations and ensure a strong focus on how the approach can be sustainable in the countries involved.
- Ensure local language translations are available before the TOT.

National CP Working Groups/ Sub-Clusters should:

- Conduct a robust country situation analysis and contextualization workshop prior to the in-country training to inform the contextualization of the materials and tools and to ensure commitment and buy-in. This could be a requirement of the action plan developed during the TOT and implemented in-country. This could build on the experience and lessons learned from the situation analysis and contextualization workshop conducted in Cox's Bazar.
- Involve frontline workers in the contextualization of the training materials to meet the needs on the ground.

- Involve local organizations early in the process (such as participating in the TOT and in the planning, coordination, and implementation of the country roll-out trainings).
- Support government leadership by building on the examples of Myanmar, Burundi, Nigeria, and Niger so similar initiatives contribute to strengthening the capacity within the country and clarifying roles and responsibilities across the existing workforce cadre.
- Identify and ensure a clear TOR and funding specifically for a technical support focal point that is based in-country and can provide technical mentoring and follow-up through or in very close collaboration with the CP Sub-Cluster/ Working Group. Identify a focal point from the government or local organization to work closely with the technical support focal point. Both should attend the TOT. Ensure the roles and responsibilities of the support focal point include facilitating the contextualization process and fostering localization and sustainability throughout the process.

4. Organizational commitment

In-country organizations should:

- Engage senior management and decision-makers. In addition to the sign-off of employee(s) participating in the initiative, senior management should be consulted during the application process to:
 - Be briefed on the initiative and approach;
 - Commit to support the trainer(s) within their organization to effectively carry out the in-country roll-out;
 - Include roles and responsibilities of these trainer(s) in their workplan and/ or job description(s); and
 - Commit to share the knowledge with other members of the organization, particularly in case of staff turnover.
- Facilitate an internal meeting following any TOTs within similar initiatives to:
 - Raise further awareness and understanding of similar initiatives through a presentation of the TOT and action plan developed by the trained trainer(s);
 - Identify how the organization can best support interagency trainings and trainers;

- Identify funding implications of implementing new learned practices within their organization, including proper budget allocation; and
- Develop an agency-specific action plan (as needed and relevant).

CMTF global organizations should:

- Promote organizational commitment to similar initiatives' regional and country teams and provide ongoing technical support as needed for planning and implementing the country roll-out.
- Disseminate information on the country application within the organization with clear instructions to coordinate closely with the national CP Sub-Cluster/ Working Group as the main coordination mechanism responsible for submitting the application.



Annexes

Annexes

Annex I: Country Application Form

Dear Child Protection Working Group/ Sub-Cluster

The Case Management Task Force (CMTF) under the Alliance for Child Protection in Humanitarian Action is offering an intensive capacity building initiative focusing on **Case Management Coaching and Supervision**. The purpose of the CM Coaching/ Supervision Training Program is to develop a cadre of CP actors with enhanced understanding and commitment to CM supervision and coaching best practices. At country level, the goal is to increase case management supervisors' confidence, capacity and support to caseworkers to provide safe, ethical and competent case management services to vulnerable children and their families.

The CMTF would like to invite your coordination group (CPWG/ CP Sub-Cluster) to apply to join this capacity building initiative to improve case management programming and practice for vulnerable children in your context. With your application, please nominate a country team 5-6 key CP representatives to join the training, along with 2 alternates. If selected, participants will be expected to participate fully in three training phases including pre-training course work, an in-person five-day regional training followed by three months of technical support, and feedback on the roll-out in your country. Participants will be expected to deliver at least 1 training and ongoing coaching of supervisors in your country response.

Please see the breakdown below of roles and responsibilities in order to be successful in this initiative:

Country Level Responsibilities	Case Management Task Force Responsibilities
<ul style="list-style-type: none">• Nomination of a capacity building team who will be responsible for the roll-out of the capacity building in country• Funding for flights for capacity building team to attend a 5-day regional training• Organizing the logistics, coordination and roll-out of country-level trainings• Advocacy for the funding for case management capacity building initiatives• Documentation, monitoring and reporting on the training roll-out• Gathering and sharing lessons learned with the CMTF	<ul style="list-style-type: none">• Development of the technical content of the Coaching/ Supervision package and training materials• Selection of countries to participate in trainings• Pre-training course work will be made accessible to participants 1 month in advance for each training• Accommodation and per-diem for all participants in the 5-day regional training• 3 months of technical support to training participants• Monitoring and analysis of the capacity building initiative

If this initiative is something that your coordination group would like to embark upon, please submit the following application documents to CPCaseManagementTF@gmail.com by the **13th of July 2017**.

Sincerely,

Colleen Fitzgerald
Case Management Specialist - CMTF Chair

CPWG/ SUB-CLUSTER APPLICATION

	CPWG Coordinator/ Focal Point	Back-up Focal Point
Name		
Title		
Organization		
Email Address		

Part I: Interagency Case Management Response

Is there a Case Management sub-group in country? (If yes, please describe the purpose of the group, frequency of meetings, and attach TOR's):

Are there Interagency Child Protection SOPs in country? (If yes, please attach SOP's)

Child Protection agencies implementing case management in the country:

Name of Organization	When was Case Management programming initiated?	# of Active Cases	# of Caseworkers	# of Supervisors of Caseworkers	Comments

Describe the role of the government in case management:

What Case Management trainings have been rolled-out in country in the past 6 months? (Please indicate if they have been interagency initiatives):

Are there ongoing interagency case management capacity building programs, or existing budget to implement interagency trainings (If yes, please describe, including the expected timeframe):

Part II: Interest in COACHING-SUPERVISION CAPACITY BUILDING INITIATIVE

Please explain briefly why the sub-cluster/ WG would like to participate in the CP CM Capacity Building Initiative:

How will the sub-cluster/ WG ensure that follow-up trainings and coaching is implemented?

What are potential obstacles that might be faced in successfully rolling out case management supervision/ coaching training; how would these challenges be addressed?

Please nominate a CM Capacity Building team of 5 or 6 participants (and 2 alternates) who will engage fully in the training Program. Please consider having a diversity of agencies (government, national and international agencies and UN) and geographical coverage in the suggested team.

The suggested profile of the nominated members of capacity building team is outlined is below:

- Experience in leading case management programming
- Ability to lead training and coach case management teams
- Previous experience in direct supervision of caseworkers
- Fluency in English or French

Each nominated participant should submit an application, a copy of their CV and commitment statement as an appendix to this form.

Capacity Building Team Nominees:

Name	Organization	Title	Reason Nominated/ Other details for the selection committee to consider

Commitment of CPWG/ Sub-Cluster

We the CPWG/ Sub-Cluster, from____, give our commitment to fully support nominated participants’ engagement in the **Case Management Coaching and Supervision Training**. We understand that this will require:

- ✓ Nomination of a capacity building team
- ✓ Funding for flights for capacity building team to attend a 5-day face-to-face training
- ✓ Organizing the logistics, coordination and roll-out of country-level trainings
- ✓ Advocacy for the funding for case management capacity building initiatives
- ✓ Documentation, monitoring and reporting on the training roll-out

(Signature of Coordinator on behalf of the CPWG/ SC) _____
(Date)

Annex II: Terms of Reference

BACKGROUND:

The IRC is the co-lead agency of the Case Management Task Force of the global Alliance for Child Protection in Humanitarian Action. Over the past six years, through the Case Management Task Force (CMTF), the global humanitarian community has invested significant efforts into setting standards and improving the quality of case management in humanitarian settings with the development of the Child Protection Minimum Standards (2012) and the Interagency Case Management Guidelines and Training Manual (2014.) IRC has led this important body of work, chairing the CMTF and coordinating the development of guidance, tools and training materials that facilitate improved case management systems and case management teams' skills.

Within a 2016-2018 OFDA grant to the IRC, the CMTF prioritized the creation of Supervision and Coaching guidance, tools and a training package. Trainings of trainers targeted interagency country teams in eight countries to disseminate the materials with the goal of increasing supervisors' confidence, capacity and technical support to case management teams in order to provide safe, ethical and competent services to vulnerable children and their families.

SCOPE OF WORK:

Purpose:

The Lessons Learned consultant will be responsible for gathering and drafting key lessons learned on the Case Management Supervision and Coaching roll-out processes. This will include facilitating lessons learned workshops, observations and interviews in two countries.

Type:

Post-performance lessons learned exercise.

Questions:

Some key questions that the CMTF would like to address include feedback on the interagency country collaboration during the regional trainings and the effectiveness of the "localization" approach. CMTF members would like to recognize the successes and challenges of roll-outs in the eight countries participating; and the impact on case management teams' supervision practices, with a particular focus on remote supervision, confidence and engagement with children.

DELIVERABLES:

Final deliverable:

A comprehensive report that identifies lessons learnt and recommendations from the CM Supervision and Coaching training initiative. It should focus on:

- Feedback on the interagency country collaboration during the regional trainings
- The effectiveness of the "localization" approach
- The successes and challenges of roll-outs in the eight countries participating
- Influence on case management teams' supervision practices, with a particular focus on remote supervision, confidence and engagement with children.

Methodology:

The Lessons Learned consultant will develop a mixed-methods methodology for the lessons learned exercise, which may include:

- A desk review of key documents, project proposals, reports, etc.

- Stakeholder interviews with CMTF members as well as country coordinators, key focal points, training participants, supervisors and caseworkers from country programs
- Visit two country programs who were engaged in the CM Supervision and Coaching roll-out to meet with relevant staff and partners involved and conduct observations, workshops and Key Informant Interviews

The following documents will be made available:

- OFDA grant documents 2016-2017
- Communications materials related to the Supervision and Coaching training initiative
- List of key contacts at country and global level
- Reports from the OFDA project, as well as country-training reports
- Existing MEAL documents

Requirements

Profile:

The lessons learned exercise will be conducted by an external consultant hired by the IRC on behalf of the CMTF who is specialized in case management and supervision. The consultant should have:

- Technical expertise in child protection case management systems and practice in humanitarian settings
- Expertise on social work supervision
- Experience conducting program evaluations and strategic reviews
- Excellent writing and analytical skills

Time Frame

The consultancy should start no later than the November 15th 2018 and the final deliverable is expected no later than the end of December 2018, with approximately 25 days of full time working within that time frame.

Professional Standards

- All IRC consultants are required to adhere to THE IRC Way Standards for Professional Conduct and the IRC employment policies.

Annex III: Methodology and Data Collection Instruments

1. Key Informants Interviewed

Name	Agency	Country Supported
Lindsay Shearer	UNICEF	Myanmar
Susan Andrew	UNICEF	Syria
Crystal Stewart	IRC	Nigeria
Lauren Bienkowski	CP Area of Responsibility	South Sudan
Stephanie Delaney	independent consultant	Myanmar
Karin Tengnas	Save the Children	Turkey
Sara Valerio	War Child	Syria
Gatienne Jobit	Terre des Hommes	Iraq
Yann Grandin	UNICEF	Burundi
Yvonne Agengo	IRC	Niger
Colleen Fitzgerald	IRC	Global
Laura Evans	Independent consultant	Global
Sara Lim Bertrand	Independent consultant	Global
Gatienne Jobit	Terre des Hommes	Burundi
Audrey Bollier	Alliance for Child Protection in Humanitarian Action	Burundi/ global
Helen Johnson	Save the Children	Cox Bazar

2. Key Informant Interview Guide for Global and Country Focal Points

[Introduce self]

Thank you for participating in this key informant interview, which is part of the Lessons Learned on Case Management Supervision and Coaching.

The Case Management Task Force (CMTF), of the Alliance for Child Protection in Humanitarian Action, created the Case Management Supervision and Coaching Training Package to increase case management supervisors' confidence, capacity and support to caseworkers to provide safe, ethical and competent case management services to vulnerable children and their families. 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 researching and consolidating good practices globally. The curriculum and materials were developed through a lengthy and iterative process with feedback provided by members of the CMTF as well as pilots in Northern Syria/cross-border Turkey, Nigeria and Myanmar. In 2017, Trainings of Trainers were convened to disseminate the content to humanitarian responses in eight countries. The finalization of the training package was a collaborative venture drawing on the talent, experience, and wisdom of dozens of Child Protection and Case Management specialists, including local and global practitioners. The Case Management Supervision and Coaching Training Package is intended to be a supplementary resource to the Interagency Case Management Training. It builds upon the caseworker, supervisor and manager modules in order to provide practical guidance, specifically on the functions, practices and essential skills of supervisors within case management teams.

The purpose of this project is to gather and draft key lessons learned on the Case Management Supervision and Coaching initiative. Key questions that the CMTF would like to address include feedback on the interagency country collaboration and the effectiveness of the "localization" approach. CMTF members would like to recognize the successes and challenges of roll-outs in the eight countries participating; and the impact on case management teams' supervision practices, with a particular focus on remote supervision, confidence and engagement with children.

This key informant interview is not an evaluation of the programs and organizations using the Interagency Case Management Supervision and Training Package. This KII is being conducted with selected CMTF members and all country support focal points. In addition, country visits have been conducted in Iraq and Burundi with FGDs with national and sub-national CMTF; in-country trainers; supervisors who participated in the country trainings and caseworkers from the trained organizations.

The KII should take no more than 1 hour and half. The information you provide through this discussion will be used in a final review report on the CM supervision and coaching training package. Any responses provided by you through this discussion will not be linked to you in the final report, nor will any responses provided by you be shared in an identifiable way with colleagues from your own or other organizations. Therefore, it is important that you feel free to speak openly about your experiences and opinions and that you may give constructive criticism and positive feedback where you desire.

Before we start, do you have any questions for me?

Are you willing to participate in the KII and do you agree to your responses being used in the final report in a non-identifiable way?

On behalf of the Case Management Task Force, many thanks in advance for your time and contribution.

Name:

Position:

Organization:

1. What was your involvement in the Case Management Supervision and Coaching Initiative?
2. From your perspective, what has been the impact of the CM Supervision and Coaching initiative in the following areas:
 - 1.1. Case management supervision and coaching structures and practices?
 - 1.2. Building case management teams' capacity in supervision and coaching?
 - 1.3. The overall quality of Case Management programming?
 - 1.4. Caseworkers' work with and support children and their families?
 - 1.5. Other impact you have identified?
3. How did the Case Management Supervision and Coaching initiative foster:
 - 3.1. Collaboration? (Interagency)
 - 3.1.1. At global level
 - 3.1.2. At country level
 - 3.2. Coordination? (Interagency)
 - 3.2.1. At global level
 - 3.2.2. At country level
 - 3.3. What aspects could have been done differently or strengthened?
 - 3.3.1. At global level
 - 3.3.2. At country level
4. How did the initiative foster:
 - 4.1. Contextualization?
 - 4.2. Localization?
 - 4.3. What aspects could have been done differently or strengthened?
5. Were you involved in the Global Workshop that took place in Greece? If yes, in what capacity?
 - 5.1. How did the global workshop support the Initiative?
 - 5.2. What aspects could have been done differently or strengthened?
6. Were you involved in a CM Supervision and Coaching ToT? If yes, which one and in what capacity?
 - 6.1. What went well?
 - 6.2. What aspects could have been done differently or strengthened?
 - 6.3. Did you find the pre-course work participants did prior to the ToT helpful? Any aspects that could have been done differently or strengthened?
7. Were you involved as a country support focal point?
 - 7.1. What did you find useful with this role?
 - 7.2. What could have been done differently or strengthened?
8. Were you involved in the implementation of any country roll out plan(s)? If yes, which country(ies) and in what capacity?

- 8.1. What went well?
 - 8.2. What aspects could have been done differently or strengthened?
 - 8.3. What were some of the overall successes?
 - 8.4. What were some of the challenges encountered?
9. Were you involved in the country training(s)? If yes, in what capacity?
- 9.1. What did you find useful?
 - 9.2. What aspects could have been done differently or strengthened?
10. Which modules did you feel were:
- 10.1. most useful?
 - 10.2. least useful?
- And, why?
11. Which Supervision tools did you feel were:
- 11.1. most useful?
 - 11.2. less useful?
- And, why?
12. How were supervision and coaching practices (methods and tools) adapted? What worked well? What were some of the challenges encountered?
13. How can CP organizations implement and sustain practices of supervision within case management?
- 13.1. What should happen next?
 - 13.2. What resources would be required (time, human, financial, etc.)?
 - 13.3. Who should be involved?
 - 13.4. What are potential challenges to take in considerations?
 - 13.5. How could these challenges be mitigated?
14. What advocacy should be formed from your reflections on this initiative? Towards whom? With whom?
15. What learning should we take from the Supervision and Coaching initiative to inform similar capacity building initiatives? (at a country/regional/global level)
16. Anything else you would like to share? Any documents to review? Other?

3. Focus Group Discussion Guide for (Sub) National Case Management Task Force

Name	Organization	Position	Contact info

[Introduce self]

Thank you for participating in this FGD, which is part of the Lessons Learned on Case Management Supervision and Coaching.

The Case Management Task Force (CMTF), of the Alliance for Child Protection in Humanitarian Action, created the Case Management Supervision and Coaching Training Package to increase case management supervisors’ confidence, capacity and support to caseworkers to provide safe, ethical and competent case management services to vulnerable children and their families. 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 researching and consolidating good practices globally. The curriculum and materials were developed through a lengthy and iterative process with feedback provided by members of the CMTF as well as pilots in Northern Syria/cross-border Turkey, Nigeria and Myanmar. In 2017, Trainings of Trainers were convened to disseminate the content to humanitarian responses in eight countries. The finalization of the training package was a collaborative venture drawing on the talent, experience, and wisdom of dozens of Child Protection and Case Management specialists, including local and global practitioners. The Case Management Supervision and Coaching Training Package is intended to be a supplementary resource to the Interagency Case Management Training. It builds upon the caseworker, supervisor and manager modules in order to provide practical guidance, specifically on the functions, practices and essential skills of supervisors within case management teams.

The purpose of this project is to gather and draft key lessons learned on the Case Management Supervision and Coaching initiative. Key questions that the CMTF would like to address include feedback on the interagency country collaboration and the effectiveness of the “localization” approach. CMTF members would like to recognize the successes and challenges of roll-outs in the eight countries participating; and the impact on case management teams’ supervision practices, with a particular focus on remote supervision, confidence and engagement with children.

This FGD is part of the Lessons Learned project. It is not an evaluation of the programs and organizations using the Interagency Case Management Supervision and Training Package. This FGD is also being conducted with CMTF members in Burundi. In addition, FGDs will be conducted with supervisors who participated in the country trainings and caseworkers from the trained organizations. Key informant interviews are also being conducted with different global members of the CM Task force and country focal points. Different people in different countries are using the case management supervision and coaching, from field-based caseworkers to case management supervisors. Therefore, it is important that everyone is given the opportunity to share their experiences, challenges, lessons learned, vision on the future of the CM supervision and coaching training package, and give as much information as possible so that this will benefit future work on the training package and those that will use it.

The FGD should take no more than 1 hour and half. Please be as candid as possible with your feedback and note that there are no right or wrong answers to any of the questions. The information you provide through this discussion will be used in a final review report on the CM supervision and coaching training package. Any responses provided by you through this discussion will not be linked to you in the final report, nor will any responses provided by you be shared in an identifiable way with colleagues from your own or other organizations. Therefore, it is important that you feel free to speak openly about your experiences and opinions and that you may give constructive criticism and positive feedback where you desire. I would like to also respectfully ask that the principle of confidentiality is respected and no identifying information from our conversation be shared beyond this group.

Before we start, do you have any questions for me?

Are you willing to participate in the FGD and do you agree to your responses being used in the final report in a non-identifiable way?

On behalf of the Case Management Task Force, many thanks in advance for your time and contribution.

1. From your perspective, what has been the impact of the CM Supervision and Coaching initiative in (Iraq/Burundi) in the following areas:
 - 1.1. Case management supervision and coaching structures/ methods and practices?
 - 1.2. Building case management teams' capacity in supervision and coaching?
 - 1.3. The overall quality of Case Management programming?
 - 1.4. Caseworkers' engagement with children and their families?
 - 1.5. Other impact you have identified?
2. How did the Case Management Supervision and Coaching initiative foster collaboration and coordination at country level? What aspects could have been done differently or strengthened?
3. How did the initiative foster contextualization and localization? What aspects could have been done differently or strengthened?
4. How did the CMTF interact with the country support focal point?
 - 4.1. What did you find useful with this role?
 - 4.2. What could have been done differently or strengthened?
5. How can CP organizations implement and sustain practices of supervision within case management?
 - 5.1. What should happen next?
 - 5.2. What resources would be required (time, human, financial, etc.)?
 - 5.3. Who should be involved?
 - 5.4. What are potential challenges to take in considerations?
 - 5.5. How could these challenges be mitigated?
6. What learning should we take from the Supervision and Coaching initiative to inform similar capacity building initiatives? (at a country/regional/global level)
7. Is there anything you would like to add about your experience within the initiative that you would like to mention? (Things you'd suggest should be done differently or strengthened?)



Photo Credit: The IRC / Kathleen Prior

4. Guide de Discussion de Groupe pour le (sous) Groupe de Travail de Protection de l'Enfant

Nom	Organisation	Position	Contact (tel et email)

[Introduction de soi]

Merci pour votre participation à ce groupe de discussion qui fait partie du projet des leçons apprises sur la supervision et à l'encadrement en gestion des cas.

Le Groupe Spécial de travail de gestion de cas (Case Management Task Force ou CMTF) de l'Alliance pour la Protection de l'Enfance dans l'Action humanitaire (l'Alliance) a créé le Kit de formation à la supervision et à l'encadrement de la gestion de cas pour la protection de l'enfant afin de renforcer la confiance des superviseurs en gestion des cas, leur capacité et leur soutien aux travailleurs sociaux, dans le but de délivrer des services de gestion de cas sûrs, éthiques et compétents aux enfants vulnérables et à leurs familles. Ce programme de formation est le résultat de deux années de travail mené par l'International Rescue Committee, au nom de la CMTF. Il a été élaboré grâce à la recherche et la consolidation de bonnes pratiques utilisées dans différents pays, partout dans le monde. Le programme et les documents ont été élaborés grâce à un processus long et itératif de feedback et d'apports donné par les membres de la CMTF, ainsi grâce à essais réalisés dans le nord de la Syrie près de frontière turque, au Nigeria et au Myanmar. En 2017, des formations de formateurs ont été organisées pour diffuser ce contenu aux équipes d'intervention humanitaire réparties dans huit pays. Sa finalisation a été un projet réellement collaboratif qui s'est appuyé sur les compétences, l'expérience et la sagesse de douzaines de spécialistes en protection de l'enfance et en gestion de cas, y compris des professionnels locaux et internationaux. Le programme de Formation interagences relatif à la supervision et à l'encadrement en gestion des cas est une ressource complémentaire de la Formation interagences en gestion de cas. Il s'appuie sur les modules du travailleur social, du superviseur et du manager dans le but de fournir des conseils pratiques, notamment sur les fonctions, les pratiques et les compétences essentielles des superviseurs au sein des équipes de gestion des cas.

L'objectif de ce projet est de collecter les leçons apprises sur cette initiative de supervision et encadrement en gestion des cas. Les questions clés que le CMTF voudraient aborder sont l'impact sur la collaboration inter-agence dans le pays et l'efficacité de l'approche de « localisation » de cette initiative. Les membres du CMTF aimeraient identifier les succès et défis du déploiement dans les huit pays participants ; et l'impact sur les pratiques de supervision et d'encadrement des équipes de gestion de cas, avec un accent particulier sur la confiance des gestionnaires de cas et leur interaction avec les enfants et leur famille.

Cette discussion fait partie du projet des leçons apprises. Ce n'est pas une évaluation des programmes ou des organisations qui utilisent le programme de formation interagence relatif à la supervision et à l'encadrement en gestion des cas. Cette discussion a aussi été effectuée avec les membres du groupe de travail en Iraq. De plus, des discussions de groupes seront effectuées avec des superviseurs qui ont participé à la formation au Burundi et ensuite dans une discussion séparée avec certains de leurs

gestionnaires de cas. Des entretiens individuels sont aussi en train d'être effectués avec différents membres du CMTF global ainsi qu'avec les points focaux pour cette initiative. Un questionnaire en ligne sera aussi envoyé à toutes les personnes qui ont participé à la formation des formateurs. Différentes personnes dans différents pays utilisent la supervision et l'encadrement de la gestion de cas, des gestionnaires de cas et assistants sociaux sur le terrain aux superviseurs de la gestion de cas. Par conséquent, il est important que chacun ait la possibilité de partager ses expériences, les défis, les leçons apprises, sa vision sur l'avenir du programme de formation relatif à la supervision et à l'encadrement en gestion de cas.

Ce groupe de discussion ne devrait pas durer plus d'une heure et demi. Il n'y a pas de bonnes ou mauvaises réponses aux questions posées ci-dessous. Les informations que vous procurez lors de cette discussion seront utilisées dans un rapport final d'évaluation de la formation sur la supervision et l'encadrement en gestion de cas. Toutes informations partagées au cours de cette discussion ne vous seront pas associées dans le rapport final. De plus, les réponses et informations procurées ne seront pas partagées de manière identifiable avec des collègues de votre propre organisation ou d'autres organisations. Par conséquent, il est important que vous vous sentiez libre de parler ouvertement de vos expériences et de vos opinions et que vous puissiez émettre des critiques constructives et des retours positifs en toute confiance. Je vous demande aussi de respecter le principe de confidentialité et de ne partager toute informations discutées lors de cette réunion en dehors de cette réunion.

Avant de commencer, avez-vous des questions pour moi ?

Etes-vous d'accord de participer dans ce groupe de discussion et que vos réponses soient utilisées dans un rapport final de manière non-identifiable ?

Au nom du CMTF, nous vous remercions d'avance pour votre temps et votre contribution.

1. De votre point de vue, quel a été l'impact de l'initiative de supervision et d'encadrement en gestion de cas au Burundi dans les domaines suivants :
 - 1.1. Structures, méthodes et pratiques de supervision et d'encadrement en gestion de cas ?
 - 1.2. Renforcement de la capacité des équipes de gestion de cas en supervision et encadrement ?
 - 1.3. La qualité du programme de gestion de cas en général ?
 - 1.4. L'engagement des gestionnaires de cas avec les enfants et leur famille ?
 - 1.5. Autres impacts que vous avez remarqués ?
2. Comment l'initiative sur la supervision et encadrement en gestion de cas a-t-elle favorisé la collaboration et coordination inter-agence au niveau du pays ? Quels aspects auraient pu être réalisés différemment ou renforcés ?
3. Comment l'initiative a-t-elle favorisé la contextualisation et la localisation ? Quels aspects auraient pu être réalisés différemment ou renforcés ?
4. Comment le CMTF a-t-il interagi avec la personne responsable du soutien au pays ?
 - 4.1. Qu'avez-vous trouvé utile avec ce rôle ?
 - 4.2. Qu'est-ce qui aurait pu être fait différemment ou renforcé ?
5. Comment les organisations de Protection de l'Enfant peuvent-elles continuer à mettre en œuvre et maintenir de manière durables ces pratiques de supervision et d'encadrement en gestion de cas ?
 - 5.1. Que devrait-il se passer ensuite ?

- 5.2. Quelles ressources seraient nécessaires (temps, ressources humaines, financières, etc.) ?
 - 5.3. Qui devrait être impliqué ?
 - 5.4. Quels sont les défis potentiels à prendre en compte ?
 - 5.5. Comment ces défis pourraient-ils être atténués ?
6. Que pouvons-nous apprendre de cette initiative sur la supervision et l'encadrement en gestion de cas qui pourrait informer des initiatives similaires de renforcement des capacités ? Au niveau national, regional et global?
 7. Y a-t-il autre chose que vous voudriez ajouter au sujet de votre expérience dans l'initiative ? (Des choses que vous suggérez devraient être faites différemment ou renforcées ?)

5. Focus Group Discussion Guide with in-country trainers

Name	Organization	Position	Contact info

[Introduce self]

Thank you for participating in this FGD, which is part of the Lessons Learned on Case Management Supervision and Coaching.

The Case Management Task Force (CMTF), of the Alliance for Child Protection in Humanitarian Action, created the Case Management Supervision and Coaching Training Package to increase case management supervisors' confidence, capacity and support to caseworkers to provide safe, ethical and competent case management services to vulnerable children and their families. 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 researching and consolidating good practices globally. The curriculum and materials were developed through a lengthy and iterative process with feedback provided by members of the CMTF as well as pilots in Northern Syria/cross-border Turkey, Nigeria and Myanmar. In 2017, Trainings of Trainers were convened to disseminate the content to humanitarian responses in eight countries. The finalization of the training package was a collaborative venture drawing on the talent, experience, and wisdom of dozens of Child Protection and Case Management specialists, including local and global practitioners. The Case Management Supervision and Coaching Training Package is intended to be a supplementary resource to the Interagency Case Management Training. It builds upon the caseworker, supervisor and manager modules in order to provide practical guidance, specifically on the functions, practices and essential skills of supervisors within case management teams.

The purpose of this project is to gather and draft key lessons learned on the Case Management Supervision and Coaching initiative. Key questions that the CMTF would like to address include feedback on the interagency country collaboration and the effectiveness of the "localization" approach. CMTF members would like to recognize the successes and challenges of roll-outs in the eight countries participating; and the impact on case management teams' supervision practices, with a particular focus on remote supervision, confidence and engagement with children.

This FGD is part of the Lessons Learned project. It is not an evaluation of the programs and organizations using the Interagency Case Management Supervision and Training Package. This FGD is also being conducted with country trainers in Burundi. In addition, FGDs are to be conducted with supervisors who participated in the country trainings and caseworkers from the trained organizations. Key informant interviews are also being conducted with different global members of the CM Task force and country focal points. An online survey will also be sent to all participants in the trainings of trainers from the different countries. Different people in different countries are using the case management supervision and coaching, from field-based caseworkers to case management supervisors. Therefore, it is important that everyone is given the opportunity to share their experiences, challenges, lessons learned, vision on the future of the CM supervision and coaching training package, and give as much information as possible so that this will benefit future work on the training package and those that will use it.

The FGD should take no more than 1 hour and half. Please be as candid as possible with your feedback and note that there are no right or wrong answers to any of the questions. The information you provide through this discussion will be used in a final review report on the CM supervision and coaching training package. Any responses provided by you through this discussion will not be linked to you in the final report, nor will any responses provided by you be shared in an identifiable way with colleagues from your own or other organizations. Therefore, it is important that you feel free to speak openly about your experiences and opinions and that you may give constructive criticism and positive feedback where you desire.

Before we start, do you have any questions for me?

Are you willing to participate in the FGD and do you agree to your responses being used in the final report in a non-identifiable way?

On behalf of the Case Management Task Force, many thanks in advance for your time and contribution.

1. As a Case Management Supervision and Coaching ToT participant:
 - 1.1. What did you find useful?
 - 1.2. What aspects could have been done differently or strengthened?
 - 1.3. Did you complete the pre-course work prior to the ToT? What was helpful? Any aspects that could have been done differently or strengthened?
2. How did the Case Management Supervision and Coaching Initiative foster collaboration and Inter-agency coordination at country level? What aspects could have been done differently or strengthened?
3. How did the initiative foster contextualization and localization? What aspects could have been done differently or strengthened?
4. How were you involved in the development and implementation of the country roll out action plan?
 - 4.1. What did you find useful?
 - 4.2. What aspects could have been done differently or strengthened?
 - 4.3. What were some of the overall successes?
 - 4.4. What were some of challenges encountered?
5. When did you conduct the country training(s)? Which aspects of the training did you find the most successful? Less successful? Why?
 - 5.1. Which modules did you feel were most useful? Least useful?
 - 5.2. Which Supervision tools did you feel were most useful? Least useful?
6. How did the supervision and coaching training influence:
 - 6.1. The case management team's supervision practices?
 - 6.2. Supervisors' ability to support caseworkers in the 3 functions of supervision?
 - 6.3. Skills and knowledge of supervisors to coach caseworkers?
7. What follow up was done after the in-country training(s)? What (additional) follow up would you recommend?

8. Which supervision and coaching tools were used following the training? Were specific supervision structures and methods put in place in your context? Which ones?
9. What has been the most significant change in supervision practice in your context since the training was conducted?
10. How can CP organizations implement and sustain practices of supervision within case management?
 - 10.1. What should happen next?
 - 10.2. What resources would be required (time, human, financial, etc.)?
 - 10.3. Who should be involved?
 - 10.4. What are potential challenges to take in considerations?
 - 10.5. How could these challenges be mitigated?
11. Anything else you would like to share?

Once the above questions have been discussed, review of the workshop agenda and further adapt the participatory approach suggested to the context.

6. Guide de Discussion de Groupe avec les Formateurs Pays

Nom	Organisation	Position	Contact (tel et email)

[Introduction de soi]

Merci pour votre participation à ce groupe de discussion qui fait partie du projet des leçons apprises sur la supervision et à l'encadrement en gestion des cas.

Le Groupe Spécial de travail de gestion de cas (Case Management Task Force ou CMTF) de l'Alliance pour la Protection de l'Enfance dans l'Action humanitaire (l'Alliance) a créé le Kit de formation à la supervision et à l'encadrement de la gestion de cas pour la protection de l'enfant afin de renforcer la confiance des superviseurs en gestion des cas, leur capacité et leur soutien aux travailleurs sociaux, dans le but de délivrer des services de gestion de cas sûrs, éthiques et compétents aux enfants vulnérables et à leurs familles. Ce programme de formation est le résultat de deux années de travail mené par l'International Rescue Committee, au nom de la CMTF. Il a été élaboré grâce à la recherche et la consolidation de bonnes pratiques utilisées dans différents pays, partout dans le monde. Le programme et les documents ont été élaborés grâce à un processus long et itératif de feedback et d'apports donné par les membres de la CMTF, ainsi grâce à essais réalisés dans le nord de la Syrie près de frontière turque, au Nigeria et au Myanmar. En 2017, des formations de formateurs ont été organisées pour diffuser ce contenu aux équipes d'intervention humanitaire réparties dans huit pays. Sa finalisation a été un projet réellement collaboratif qui s'est appuyé sur les compétences, l'expérience et la sagesse de douzaines de spécialistes en protection de l'enfance et en gestion de cas, y compris des professionnels locaux et internationaux. Le programme de Formation interagences relatif à la supervision et à l'encadrement en gestion des cas est une ressource complémentaire de la Formation interagences en gestion de cas. Il s'appuie sur les modules du travailleur social, du superviseur et du manager dans le but de fournir des conseils pratiques, notamment sur les fonctions, les pratiques et les compétences essentielles des superviseurs au sein des équipes de gestion des cas.

L'objectif de ce projet est de collecter les leçons apprises sur cette initiative de supervision et encadrement en gestion des cas. Les questions clés que le CMTF voudraient aborder sont l'impact sur la collaboration inter-agence dans le pays et l'efficacité de l'approche de « localisation » de cette initiative. Les membres du CMTF aimeraient identifier les succès et défis du déploiement dans les huit pays participants ; et l'impact sur les pratiques de supervision et d'encadrement des équipes de gestion de cas, avec un accent particulier sur la confiance des gestionnaires de cas et leur interaction avec les enfants et leur famille.

Cette discussion fait partie du projet des leçons apprises. Ce n'est pas une évaluation des programmes ou des organisations qui utilisent le programme de formation interagence relatif à la supervision et à l'encadrement en gestion des cas. Cette discussion a aussi été effectuée avec les formateurs en Iraq. De plus, des discussions de groupes seront effectuées avec les membres du groupe de travail de protection de l'enfant, les superviseurs qui ont participé à la formation au Burundi et ensuite dans une discussion séparée avec certains de leurs gestionnaires de cas. Des entretiens individuels sont aussi en train d'être

effectués avec différents membres du CMTF global ainsi qu'avec les points focaux pour cette initiative. Un questionnaire en ligne sera aussi envoyé à toutes les personnes qui ont participé à la formation des formateurs. Différentes personnes dans différents pays utilisent la supervision et l'encadrement de la gestion de cas, des gestionnaires de cas et assistants sociaux sur le terrain aux superviseurs de la gestion de cas. Par conséquent, il est important que chacun ait la possibilité de partager ses expériences, les défis, les leçons apprises, sa vision sur l'avenir du programme de formation relatif à la supervision et à l'encadrement en gestion de cas.

Cette discussion de groupe ne devrait pas durer plus d'une heure et demi. Il n'y a pas de bonnes ou mauvaises réponses aux questions posées ci-dessous. Les informations que vous procurez lors de cette discussion seront utilisées dans un rapport final d'évaluation de la formation sur la supervision et l'encadrement en gestion de cas. Toutes les informations partagées au cours de cette discussion ne vous seront pas associées dans le rapport final. De plus, les réponses et informations procurées ne seront pas partagées de manière identifiable avec des collègues de votre propre organisation ou d'autres organisations. Par conséquent, il est important que vous vous sentiez libre de parler ouvertement de vos expériences et de vos opinions et que vous puissiez émettre des critiques constructives et des retours positifs en toute confiance. Je vous demande aussi de respecter le principe de confidentialité et de ne partager toute information discutée lors de cette réunion en dehors de cette réunion.

Avant de commencer, avez-vous des questions pour moi ?

Etes-vous d'accord de participer dans ce groupe de discussion et que vos réponses soient utilisées dans un rapport final de manière non-identifiable ?

Au nom du CMTF, nous vous remercions d'avance pour votre temps et votre contribution.

1. En tant que participant de la formation des formateurs sur la supervision et encadrement en gestion de cas :
 - 1.1. Qu'avez-vous trouvé utile ?
 - 1.2. Quels aspects auraient pu être réalisés différemment ou renforcés ?
 - 1.3. Avez-vous complété le pré-cours avant la formation des formateurs ? est-ce que c'était utile ?
Quels aspects auraient pu être réalisés différemment ou renforcés ?
2. Comment l'initiative sur la supervision et encadrement en gestion de cas a-t-elle favorisé la collaboration et coordination inter-agence au niveau du pays ? Quels aspects auraient pu être réalisés différemment ou renforcés ?
3. Comment l'initiative a-t-elle favorisé la contextualisation et la localisation ? Quels aspects auraient pu être réalisés différemment ou renforcés ?
4. Comment étiez-vous impliqué dans le développement et l'implémentation du plan d'action de déploiement à travers le pays ?
 - 4.1. Qu'avez-vous trouvé utile ?
 - 4.2. Quels aspects auraient pu être réalisés différemment ou renforcés ?
 - 4.3. Quels sont des succès de cet implémentation ?
 - 4.4. Quels sont des défis encourus ?
5. Comment avez-vous interagi avec la personne responsable du soutien au pays ?
 - 4.1. Qu'avez-vous trouvé utile avec ce rôle ?
 - 4.2. Qu'est-ce qui aurait pu être fait différemment ou renforcé ?

6. Quand avez-vous facilité / organisé les formations dans le pays ? Quels aspects de la/ des formation(s) avaient vous trouvés le plus réussis ? Le moins réussis ? Pourquoi ?
 - 6.1. Quels modules avez-vous trouvés le plus utiles ? Le moins utiles ?
 - 6.2. Quels outils de supervision avaient vous trouvés le plus utiles ? Le moins utiles ?
 7. Comment la formation de supervision et d'encadrement a-t-elle influencé :
 - 7.1. Les pratiques des équipes de superviseurs de la gestion de cas ?
 - 7.2. La capacité des superviseurs d'appuyer et encadrer les gestionnaires de cas dans les trois fonctions de la supervision (administrative, éducative et coaching).
 - 7.3. Compétences et connaissances des superviseurs à encadrer/ coacher les gestionnaires de cas ?
 8. Quel fut le suivi effectué suite à la / aux formations ? Quels suivis supplémentaires recommanderiez-vous ?
 9. Quels outils de supervision et d'encadrement furent utilisés suite à la formation ? Est-ce que des structures, méthodes et pratiques de supervision et d'encadrement furent mises en place dans votre contexte suite à la formation ? Lesquelles ?
 10. Quels furent les changements les plus significatifs dans les pratiques de supervision et d'encadrement dans votre contexte depuis la formation ?
 11. Comment les organisations de Protection de l'Enfant peuvent-elles continuer à mettre en œuvre et maintenir de manière durable ces pratiques de supervision et d'encadrement en gestion de cas ?
 - 11.1. Que devrait-il se passer ensuite ?
 - 11.2. Quelles ressources seraient nécessaires (temps, ressources humaines, financières, etc.) ?
 - 11.3. Qui devrait être impliqué ?
 - 11.4. Quels sont les défis potentiels à prendre en compte ?
 - 11.5. Comment ces défis pourraient-ils être atténués ?
 12. Y a-t-il autre chose que vous voudriez ajouter au sujet de votre expérience dans l'initiative ?
- Une fois les questions ci-dessous discutées :
- Revoir la liste des participants dans les différents ateliers et comparer avec la liste des participants qui ont participé dans la formation initiale
 - Revoir l'agenda des ateliers et adapter si nécessaire : traduction ? Sous groupes si beaucoup de participants (plus de 12).
 - Comment organiser les rencontres avec les gestionnaires de cas.

7. Agenda: Workshop with Trained Supervisors

[Introduce self]

Thank you for participating in this lessons learned workshop, which is part of the Lessons Learned on Case Management Supervision and Coaching.

The Case Management Task Force (CMTF), of the Alliance for Child Protection in Humanitarian Action, created the Case Management Supervision and Coaching Training Package to increase case management supervisors' confidence, capacity and support to caseworkers to provide safe, ethical and competent case management services to vulnerable children and their families. 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 researching and consolidating good practices globally. The curriculum and materials were developed through a lengthy and iterative process with feedback provided by members of the CMTF as well as pilots in Northern Syria/cross-border Turkey, Nigeria and Myanmar. In 2017, Trainings of Trainers were convened to disseminate the content to humanitarian responses in eight countries. The finalization of the training package was a collaborative venture drawing on the talent, experience, and wisdom of dozens of Child Protection and Case Management specialists, including local and global practitioners. The Case Management Supervision and Coaching Training Package is intended to be a supplementary resource to the Inter-agency Case Management Training. It builds upon the caseworker, supervisor and manager modules in order to provide practical guidance, specifically on the functions, practices and essential skills of supervisors within case management teams.

The purpose of this lessons learned project is to gather and draft key lessons learned on the Case Management Supervision and Coaching initiative. CMTF members would like to recognize the successes and challenges of roll-outs in the eight countries participating and the impact on case management teams' supervision practices.

This workshop is part of this overall Lessons Learned project. It is not an evaluation of the programs and organizations using the Inter-Agency Case Management Supervision and Training Package. This lessons learned workshop is also being conducted with trained supervisors in Burundi. In addition, lessons learned workshop will be conducted with caseworkers from the respective organizations involved in case management. FGDs are also being conducted with members of the national and sub-national working group(s) and interviews have been conducted with different global members of the CM Task force and country focal points. Different people in different countries are using the case management supervision and coaching, from field-based caseworkers to case management supervisors. Therefore, it is important that everyone is given the opportunity to share their experiences, challenges, lessons learned, vision on the future of the CM supervision and coaching training package, and give as much information as possible so that this will benefit future work on the training package and those that will use it.

The lessons learned workshop should take no more than 3 hours. Please be as candid as possible with your feedback and note that there are no right or wrong answers to any of the questions. The information you provide through this discussion will be used in a final review report on the CM supervision and coaching training package. Any responses provided by you through this workshop will not be linked to you in the final report, nor will any responses provided by you be shared in an identifiable way with colleagues from your own or other organizations. Therefore, it is important that

you feel free to speak openly about your experiences and opinions and that you may give constructive criticism and positive feedback where you desire.

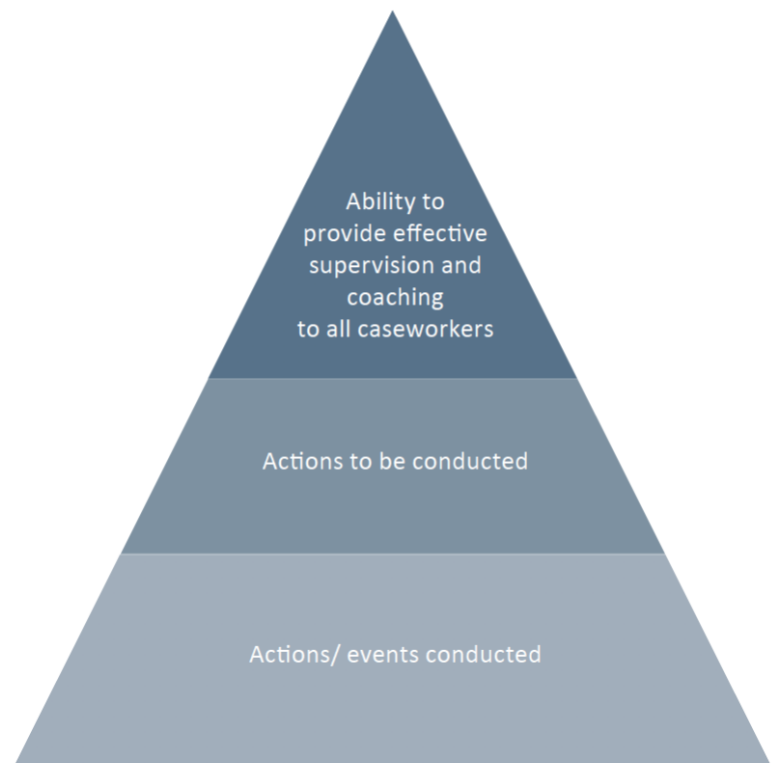
Before we start, do you have any questions for me?

Are you willing to participate in the lessons learned workshop and do you agree to your responses being used in the final report in a non-identifiable way?

On behalf of the Case Management Task Force, many thanks in advance for your time and contribution.

Session 1: Welcome and introduction (30 minutes)

- Introduction of the lessons learned approach and self (see text above)
- Introduction of each participants: name, organization, location and how they were involved in the case management supervision and coaching capacity building initiative.



Note: If the number of participants is over 10-12, we will organize groups to ensure all participants can effectively participate. For example, in Burundi, to address some of the country dynamics, we might consider to have one group with participants from the UN agencies and the government and one group with participants from the local, national and international NGOs.

Session 2: Where are you in the case management supervision and coaching process (45 minutes)

Before starting remind all participants of ground rules that all information and opinions shared are confidential and should not be shared beyond this room.

Method: A flipchart will be prepared in advance with a hill drawn on it.

The session will start with a plenary discussion asking participants to think back to the training. Ask how participants define success for being able to provide effective supervision and coaching to caseworkers. This will represent the top of the hill. (15 minutes)

Ask participants to identify on where on the hill they feel they are in the process of getting to the top of the hill. Stress that we are not talking only about personal abilities, but also thinking about their ability within their organization, team, etc. Then ask them to write on post its:

- the different actions/ events already conducted within their organization and team to reach the top of the hill (left bottom side of the hill)

- the different activities that still need to be conducted to reach the top of the hill (top left side of the hill)
- (15 minutes)

This will be followed by a plenary discussion to review the different suggestions (15 minutes). Then the facilitator will move the post-its to the left of the hill.

Session 3: Successes and challenges encountered following the training (45 minutes)

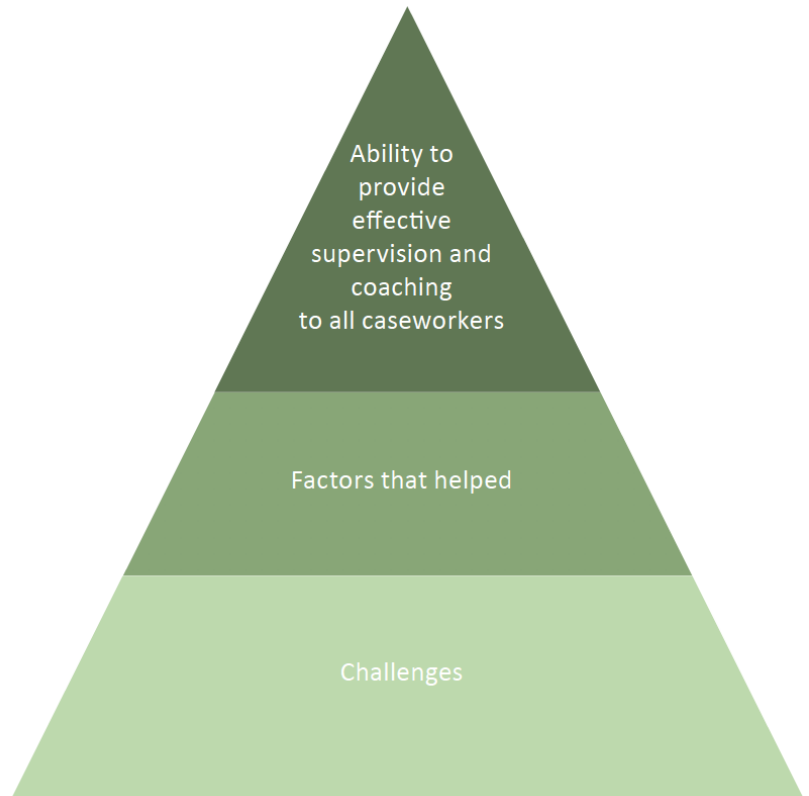
Ask participants to add on different color post-its:

- successes in being able to provide effective supervision and coaching
 - challenges encountered
- (15 minutes)

This will be followed by a plenary discussion to review the post-its and discuss the topics/ questions below.

Notes:

- When reviewing the post-its on challenges and successes that help, the facilitator will move the post-its to the right-hand side of the hill.
- Flipcharts will be prepared in advance to write the suggestions provided during the discussions to ensure no information is lost for the following questions:
 - How did you address some of the challenges encountered?
 - What structures, practices and tools did you find the most useful? Less useful?
 - Which of these are you currently using? Which are you not using?
 - How was the training adapted to your context? How was it not adapted to your context? Were some approaches identified to address lack of access or long distance between locations and challenges to provide in person support (in particular for Iraq)?
 - how did the training and its follow-up facilitate inter-agency collaboration and coordination?
 - What would you recommend be done differently next time?



Session 4: Impact and Sustainability (45 minutes)

Ask participants to add post its on the flip chart on:

- what do you feel the impact was:
 - o On your work and capacity and ability to supervise caseworkers in the three functions
 - o On your caseworkers' work and capacity
 - o On the children and families you support

 - What do you recommend for the initiative to be sustainable?
 - o What should happen next?
 - o What resources would be required (time, human, financial, etc.)?
 - o Who should be involved?
- (20 minutes)



This will be followed by a plenary discussion to review the different post-its and discuss recommendations for next steps and sustainability.

Session 5: Thank you and Close (15 minutes)

8. Agenda : Atelier avec les Superviseurs qui ont été formés

Nom	Organisation	Position	Contact (Tel et email)

[Introduction de soi]

Merci pour votre participation à cet atelier qui fait partie du projet des leçons apprises sur la supervision et à l'encadrement en gestion des cas.

Le Groupe Spécial de travail de gestion de cas (Case Management Task Force ou CMTF) de l'Alliance pour la Protection de l'Enfance dans l'Action humanitaire (l'Alliance) a créé le Kit de formation à la supervision et à l'encadrement de la gestion de cas pour la protection de l'enfant afin de renforcer la confiance des superviseurs en gestion des cas, leur capacité et leur soutien aux travailleurs sociaux, dans le but de délivrer des services de gestion de cas sûrs, éthiques et compétents aux enfants vulnérables et à leurs familles. Ce programme de formation est le résultat de deux années de travail mené par l'International Rescue Committee, au nom de la CMTF. Il a été élaboré grâce à la recherche et la consolidation de bonnes pratiques utilisées dans différents pays, partout dans le monde. Le programme et les documents ont été élaborés grâce à un processus long et itératif de feedback et d'apports donné par les membres de la CMTF, ainsi grâce à essais réalisés dans le nord de la Syrie près de frontière turque, au Nigeria et au Myanmar. En 2017, des formations de formateurs ont été organisées pour diffuser ce contenu aux équipes d'intervention humanitaire réparties dans huit pays. Sa finalisation a été un projet réellement collaboratif qui s'est appuyé sur les compétences, l'expérience et la sagesse de douzaines de spécialistes en protection de l'enfance et en gestion de cas, y compris des professionnels locaux et internationaux. Le programme de Formation interagences relatif à la supervision et à l'encadrement en gestion des cas est une ressource complémentaire de la Formation interagences en gestion de cas. Il s'appuie sur les modules du travailleur social, du superviseur et du manager dans le but de fournir des conseils pratiques, notamment sur les fonctions, les pratiques et les compétences essentielles des superviseurs au sein des équipes de gestion des cas.

L'objectif de ce projet est de collecter les leçons apprises sur cette initiative de supervision et encadrement en gestion des cas. Les membres du CMTF aimeraient identifier les succès et défis du déploiement dans les huit pays participants ; et l'impact sur les pratiques de supervision et d'encadrement des équipes de gestion de cas, avec un accent particulier sur la confiance des gestionnaires de cas et leur interaction avec les enfants et leur famille.

Cet atelier fait partie du projet des leçons apprises. Ce n'est pas une évaluation des programmes ou des organisations qui utilisent le programme de formation interagence relatif à la supervision et à l'encadrement en gestion des cas. Cet atelier a aussi été effectuée avec les superviseurs en Iraq. De plus, des rencontres avec les gestionnaires de cas des organisations formées en supervision et encadrement sera aussi effectuées. Des discussions de groupes ont aussi été effectuées avec les membres du groupe de travail de protection de l'enfant au Burundi ainsi que des entretiens individuels avec différent membres du CMTF global ainsi qu'avec les points focaux pour cette initiative. Différentes personnes dans différents pays utilisent la supervision et l'encadrement de la gestion de cas, des gestionnaires de

cas et assistants sociaux sur le terrain aux superviseurs de la gestion de cas. Par conséquent, il est important que chacun ait la possibilité de partager ses expériences, les défis, les leçons apprises, sa vision sur l'avenir de la supervision et encadrement en gestion de cas.

Cet atelier devrait ne devrait pas durer plus de 3 heures. Soyez aussi candide que possible dans vos contributions. Il n'y a pas de bonnes ou mauvaises réponses aux questions posées lors de cet atelier. Les informations que vous procurez lors de cette discussion seront utilisées dans un rapport final d'évaluation de la formation sur la supervision et l'encadrement en gestion de cas. Toutes informations partagées au cours de cette discussion ne vous seront pas associées dans le rapport final. De plus, les réponses et informations procurées ne seront pas partagées de manière identifiable avec des collègues de votre propre organisation ou d'autres organisations. Par conséquent, il est important que vous vous sentiez libre de parler ouvertement de vos expériences et de vos opinions et que vous puissiez émettre des critiques constructives et des retours positifs en toute confiance. Je vous demande aussi de respecter le principe de confidentialité et de ne partager toute informations discutées lors de cette réunion en dehors de cette réunion.

Avant de commencer, avez-vous des questions pour moi ?

Etes-vous d'accord de participer dans ce groupe de discussion et que vos réponses soient utilisées dans un rapport final de manière non-identifiable ?

Au nom du CMTF, nous vous remercions d'avance pour votre temps et votre contribution.

Session 1 : Bienvenue et introduction (30 minutes)

- Introduction de l'approche des leçons apprises et soi (voir texte ci-dessous).
- Introduction de chaque participant : nom, organisation, location and comment ils ont été impliqués dans l'initiative de supervision et d'encadrement en gestion de cas.

Note : Si le nombre de participants est au-dessus de 12, nous organiserons des groupes pour assurer que tous les participants puissent participer effectivement. Par exemple, nous pourrions faire un groupe avec les participants des agences de l'ONU et du gouvernement et un groupe avec les participants des organisations locales, nationales et internationales.

Session 2 : Ou êtes-vous dans le processus de renforcement des pratiques de supervision et d'encadrement/ coaching en gestion de cas (45 minutes)

Avant de comment, rappeler les participants du principe de confidentialité et que toute opinion partagée sont confidentielles et ne devront pas être partagées au-delà de cette pièce.

Méthode : Une feuille/ flip chart sera préparée à l'avance avec une colline dessinée dessus.

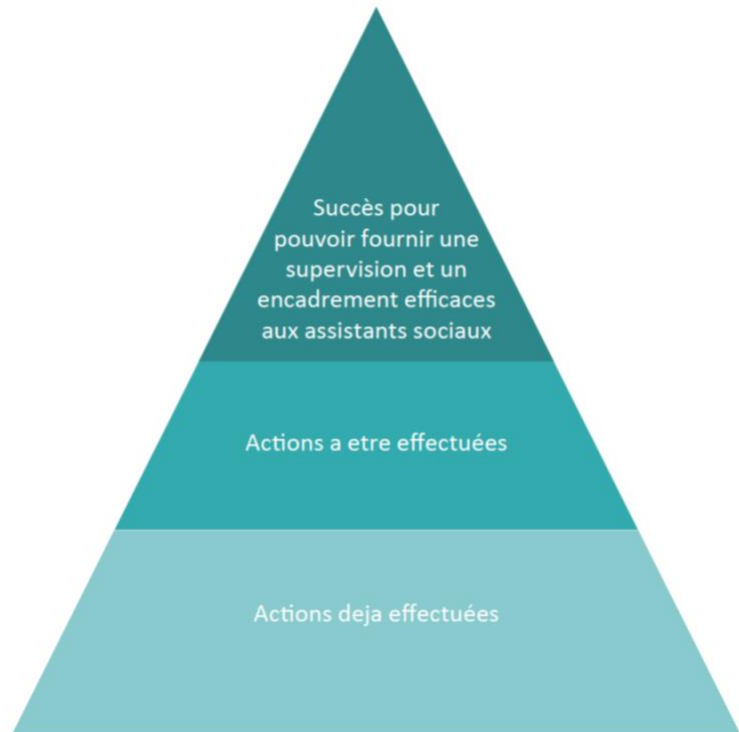
La session commencera avec une discussion plénière demandant les participants de réfléchir à la formation de supervision et de coaching. Demandez aux participants comment ils définissent le succès pour pouvoir fournir une supervision et un encadrement efficaces aux assistants sociaux.

Mentionner que nous ne parlons pas seulement de capacités personnelles, mais que nous pensons également à leurs capacités au sein de leur organisation, de leur équipe, etc. Cela représentera le sommet de la colline. (15 minutes)

Demandez aux participants d'identifier l'endroit où ils se sentent sur la colline pour arriver au sommet de la colline. Puis demandez-leur d'écrire sur des post-its :

- Les différentes actions / événements déjà menées au sein de leur organisation et de leur équipe pour atteindre le sommet de la colline (en bas à gauche de la colline)
- Les différentes actions/ activités qui doivent encore être menées pour atteindre le sommet de la colline (en haut à gauche de la colline) (15 minutes)

Ceci sera suivi d'une discussion en plénière pour examiner les différentes suggestions (15 minutes). Ensuite, le facilitateur déplacera les post-its à gauche de la colline.



Session 3 : Succès et défis rencontrés après la formation (45 minutes)

Demandez aux participants d'ajouter des post-its de différentes couleurs :

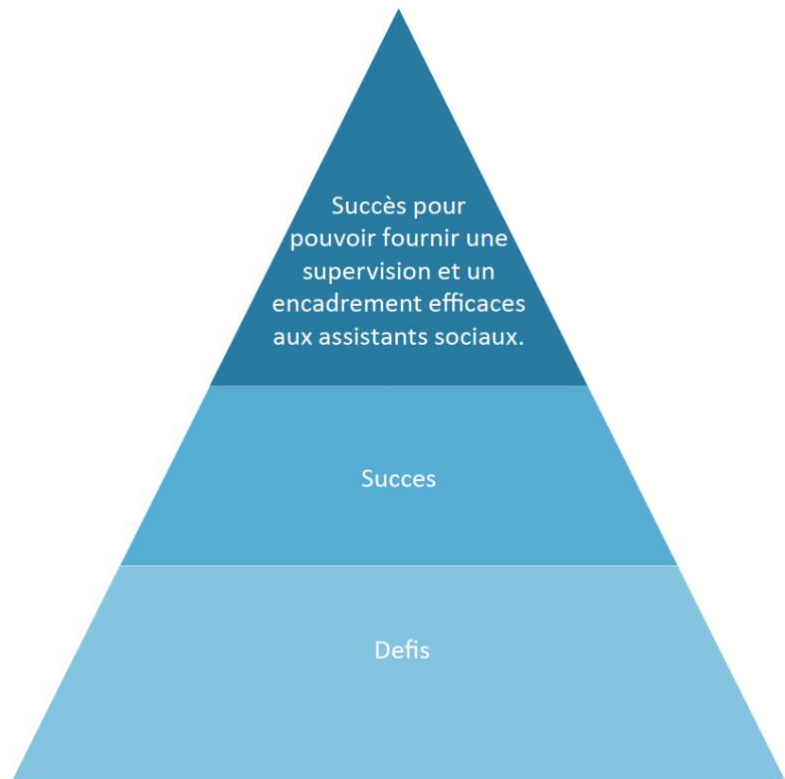
- Succès dans la capacité à fournir une supervision et un encadrement efficaces
- Défis rencontrés

(15 minutes)

Cela sera suivi d'une discussion en plénière pour examiner les post-it et discuter des sujets / questions ci-dessous.

Remarques :

- Lors de l'examen des post-its sur les défis et les succès qui aident, l'animateur les déplacera du côté droit de la colline
- Des "Flip charts " seront préparés à l'avance pour écrire les suggestions fournies au cours des discussions afin de s'assurer qu'aucune information n'est perdue. Les questions suivantes seront discutées :



- Comment avez-vous essayé de remédier certains des défis rencontrés ?
- Quelles structures, pratiques et outils avez-vous trouvé les plus utiles ? Moins utile ?
- Lesquels utilisez-vous ? Lesquels n'utilisez-vous pas ?
- Comment la formation a-t-elle été adaptée à votre contexte ? Comment n'a-t-il pas été adapté à votre contexte ? Certaines approches ont-elles été identifiées pour remédier au manque d'accès ou aux longues distances entre les sites et aux difficultés à fournir une supervision et encadrement en personne
- Comment la formation et le suivi effectuée après la formation ont-ils facilité la collaboration et la coordination entre agences ?
- - Que recommanderiez-vous de faire différemment la prochaine fois ?

Session 4 : Impact and Durabilité (45 minutes)

Demandez aux participants d'ajouter sur des post-its :

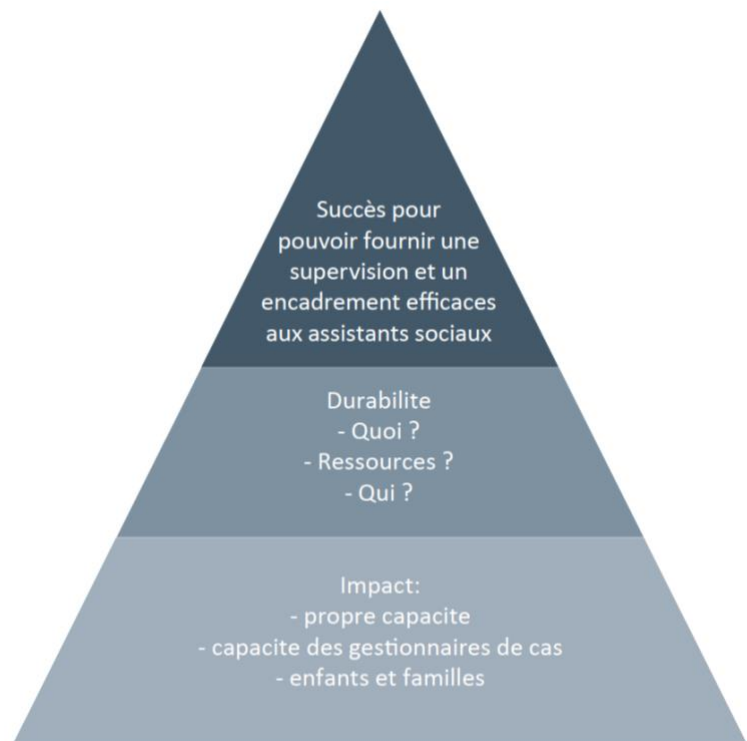
- Selon vous, quel a été l'impact de l'initiative sur la supervision et encadrement en gestion de cas sur :

- Votre travail et votre capacité et votre aptitude à superviser les assistants sociaux dans les trois fonctions (administrative, support et développement) ?
- Le travail et la capacité de vos gestionnaires de cas/ assistants sociaux ?
- Les enfants et les familles que vous soutenez ?

- Que recommandez-vous pour que les pratiques de supervision et d'encadrement des gestionnaires de cas soit durable ?

- Que devrait-il se passer ensuite ?
- Quelles ressources seraient nécessaires (temps, ressources humaines, financières, etc.) ?
- Qui devrait être impliqué ?

(20 minutes)



Cela sera suivi d'une discussion en plénière pour revoir les différentes suggestions et discuter des recommandations pour les prochaines étapes et la durabilité des pratiques de supervision et d'encadrement.

Session 5 : Merci et clôture (15 minutes)

9. Agenda : Workshop with caseworkers

[Introduce self]

Thank you for participating in this lessons learned workshop, which is part of the Lessons Learned on Case Management Supervision and Coaching.

The Case Management Task Force (CMTF), of the Alliance for Child Protection in Humanitarian Action, developed and implemented the Case Management Supervision and Coaching Capacity Building Initiative to increase case management supervisors' confidence, capacity and support to caseworkers to provide case management services to vulnerable children and their families. This initiative is intended to be a supplementary resource to the Inter-agency Case Management Training.

The purpose of this lessons learned project is to gather and draft key lessons learned on the Case Management Supervision and Coaching initiative. CMTF members would like to recognize the successes and challenges of roll-outs in the eight countries participating; and the impact on case management teams.

This workshop is part of the overall Lessons Learned project. It is not an evaluation of the programs and organizations using the Inter-Agency Case Management Supervision and Training Package. This lessons learned workshop is also being conducted with caseworkers in Burundi. In addition, a lessons learned workshop was conducted with case management supervisors and focus group discussions were conducted with members of the national and sub-national working group(s). Different people in different countries are using the case management supervision and coaching, from field-based caseworkers to case management supervisors. Therefore, it is important that everyone is given the opportunity to share their experiences, challenges, lessons learned, vision on the future of the CM supervision and coaching training package, and give as much information as possible so that this will benefit future work on the training package and those that will use it.

The lessons learned workshop should take no more than 2 hours. Please be as candid as possible with your feedback and note that there are no right or wrong answers to any of the questions. The information you provide through this discussion will be used in a final review report on the CM supervision and coaching training package. Any responses provided by you through this workshop will not be linked to you in the final report, nor will any responses provided by you be shared in an identifiable way with colleagues from your own or other organizations. Therefore, it is important that you feel free to speak openly about your experiences and opinions and that you may give constructive criticism and positive feedback where you desire.

Before we start, do you have any questions for me?

Are you willing to participate in the lessons learned workshop and do you agree to your responses being used in the final report in a non-identifiable way?

On behalf of the Case Management Task Force, many thanks in advance for your time and contribution.

Session 1: Welcome and introduction (20 minutes)

- Introduction of the lessons learned approach and self (see text above)
- Introduction of each participants: name, organization, location, how long you have been doing case management work.

Note: If the group is large (over 12), we will organize group work.

Session 2: Successes and challenges in supervision and coaching (30 minutes)

Before starting remind all participants of ground rules that all information and opinions shared are confidential and should not be shared beyond this room.

Prepare three flipcharts for the following questions:

- What helps you in your day to day case management work?
- What are some challenges you are facing?
- How are you and your supervisor trying to address these?
-

Ask participants to write their answers on post-its and put them on each flipchart.
(25 minutes)

Review these in plenary and facilitate discussion on any feedback/ additions.
(20 minutes)

Session 3: Your experience of the case management supervision and coaching capacity building initiative (30 minutes)

Organize 4 flipcharts for the following questions:

- What case management supervision and coaching activities (such as meetings with your colleagues, supervisors, etc.) have you been/ are you involved in to support your case management work?
- What tools do you and your supervisor use to support your case management work?
- How has it changed the way you do case management?
- How has it changed the way you interact and support children and their families?

Ask participants to write on their answers on post-its and put them on each flipchart.
(25 minutes)

Review these in plenary and facilitate discussion on any feedback/ additions and the following topics:

- Did you find these approaches and tools adapted to your context and needs?
- Have you adapted these tools and approaches?
- What happened when your supervisor was not in the same location as you and/ or could not meet in person? Were alternatives setup? Were these helpful? Not helpful?

(20 minutes)

Session 4: Next Steps (30 minutes)

Organize 3 flipcharts for the following questions:

- What would you recommend happen next in regards of supervision to be further supported in your case management work?
- What resources would be required (time, training, meetings, human resources, etc.)?
- Who should be involved?
-

Ask participants to write on their answers on post-its and put them on each flipchart.
(25 minutes)

Review these in plenary and facilitate discussion on any feedback/ additions and the following topics:

- What are potential challenges to take in considerations?
 - How could these challenges be mitigated?
- (20 minutes)

Session 4: Thank you and Close (10 minutes)

10. Agenda : Atelier / rencontres avec les gestionnaires de cas

Nom	Organisation	Position	Contact (tel et email)

[Introduction de soi]

Merci pour votre participation à cet atelier qui fait partie du projet des leçons apprises sur la supervision et à l'encadrement en gestion des cas.

Le Groupe Spécial de travail de gestion de cas (Case Management Task Force ou CMTF) de l'Alliance pour la Protection de l'Enfance dans l'Action humanitaire (l'Alliance) a créé l'initiative de renforcement de la supervision et encadrement de la gestion de cas pour la protection de l'enfant afin de renforcer la confiance des superviseurs en gestion des cas, leur capacité et leur soutien aux travailleurs sociaux, dans le but de délivrer des services de gestion de cas sûrs, éthiques et compétents aux enfants vulnérables et à leurs familles. Le programme de Formation interagences relatif à la supervision et à l'encadrement en gestion des cas est une ressource complémentaire de la Formation interagences en gestion de cas. Il s'appuie sur les modules du travailleur social, du superviseur et du manager dans le but de fournir des conseils pratiques, notamment sur les fonctions, les pratiques et les compétences essentielles des superviseurs au sein des équipes de gestion des cas.

L'objectif de ce projet est de collecter les leçons apprises sur cette initiative de supervision et encadrement en gestion des cas. Les membres du CMTF aimeraient identifier les succès et défis du déploiement dans les huit pays participants ; et l'impact sur les pratiques de supervision et d'encadrement.

Cet atelier fait partie du projet des leçons apprises. Ce n'est pas une évaluation des programmes ou des organisations qui utilisent le programme de formation interagence relatif à la supervision et à l'encadrement en gestion des cas. Cet atelier a aussi été effectuée avec les gestionnaires de cas en Iraq. De plus, des rencontres avec les superviseurs des organisations formées en supervision et encadrement a aussi été effectuées. Des discussions de groupes ont aussi été effectuées avec les membres du groupe de travail de protection de l'enfant au Burundi. Différentes personnes dans différents pays utilisent la supervision et l'encadrement de la gestion de cas, des gestionnaires de cas et assistants sociaux sur le terrain aux superviseurs de la gestion de cas. Par conséquent, il est important que chacun ait la possibilité de partager ses expériences, les défis, les leçons apprises, sa vision sur l'avenir de la supervision et encadrement en gestion de cas.

Cette rencontre/ atelier devrait ne devrait pas durer plus de 2 heures. Soyez aussi candide que possible dans vos contributions. Il n'y a pas de bonnes ou mauvaises réponses aux questions posées lors de cet atelier. Les informations que vous procurez lors de cette discussion seront utilisées dans un rapport final d'évaluation de la formation sur la supervision et l'encadrement en gestion de cas. Toutes informations partagées au cours de cette discussion ne vous seront pas associées dans le rapport final. De plus, les réponses et informations procurées ne seront pas partagées de manière identifiable avec des collègues de votre propre organisation ou d'autres organisations. Par conséquent, il est important que vous vous sentiez libre de parler ouvertement de vos expériences et de vos opinions et que vous puissiez émettre

des critiques constructives et des retours positifs en toute confiance. Je vous demande aussi de respecter le principe de confidentialité et de ne partager toute informations discutées lors de cette réunion en dehors de cette réunion.

Avant de commencer, avez-vous des questions pour moi ?

Etes-vous d'accord de participer dans cette rencontre et que vos réponses soient utilisées dans un rapport final de manière non-identifiable ?

Au nom du CMTF, nous vous remercions d'avance pour votre temps et votre contribution.

Session 1 : Bienvenue et introduction (20 minutes)

- Introduction de l'approche des leçons apprises et soi (voir texte ci-dessous).
- Introduction de chaque participant : nom, organisation, localité et combien de temps ils font la gestion de cas.

Session 2 : Succès et Défis rencontrés par rapport aux pratiques de supervision et d'encadrement (30 minutes)

Avant de commencer, rappeler les participants du principe de confidentialité et que toute opinion partagée sont confidentielles et ne devront pas être partagées au-delà de cette pièce.

Préparer trois "flip charts" avec les questions suivantes :

- - Qu'est-ce qui vous aide dans votre travail quotidien de gestion de cas ?
- - Quels sont les défis auxquels vous êtes confrontés ?
- - Comment vous et votre superviseur essayez-vous de les résoudre ?

Demandez aux participants d'écrire leurs réponses sur des post-it et de les mettre sur chaque tableau à feuilles. (15 minutes)

Revoir en plénière les différents post-its et facilitez la discussion pour tous les commentaires / ajouts. (20 minutes)

Session 3 : Votre expérience de l'initiative de renforcement des capacités en supervision et encadrement en gestion de cas (30 minutes)

Organiser 4 "flip charts" avec les questions suivantes :

- Quelles pratiques de supervision et d'encadrement en gestion de cas (telles que des réunions avec vos collègues, vos superviseurs, etc.) avez-vous été / êtes-vous impliqué (e) pour soutenir votre travail de gestion de cas ?
- Quels outils votre superviseur utilise avec vous pour vous appuyer dans votre travail de gestion de cas ?
- Comment cela a-t-il changé votre façon de gérer les cas ?
- En quoi cela a-t-il changé votre façon d'interagir et d'appuyer les enfants et leurs familles ?

Demandez aux participants d'écrire leurs réponses sur des post-it et de les mettre sur chaque tableau à feuilles. (15 minutes)

Revoir en plénière les réponses et facilitez la discussion de tous commentaires / ajouts et sur les sujets suivants :

- - Avez-vous trouvé ces approches et outils adaptés à votre contexte et à vos besoins ?
 - - Avez-vous ou votre superviseur adapté ces outils et approches ?
 - - Que s'est-il passé lorsque votre superviseur n'était pas au même endroit que vous et / ou ne pouvait pas vous rencontrer en personne ? Des alternatives ont-elles été configurées ? Étaient-ils utiles ? Inutile ?
- (15 minutes)

Session 4 : Prochaines Etapes (30 minutes)

Organiser 3 « flip charts » pour les questions suivantes :

- Que recommanderiez-vous comme prochaines étapes pour que les pratiques de supervision et d'encadrement de votre travail en gestion de cas soit davantage renforcé ?
- - Quelles ressources seraient nécessaires (temps, formation, réunions, ressources humaines, etc.) ?
- - Qui devrait être impliqué ?

Demandez aux participants d'écrire leurs réponses sur des post-it et de les mettre sur chaque tableau à feuilles.

(15 minutes)

Revoir en plénière les réponses et facilitez la discussion de tous commentaires / ajouts et sur les sujets suivants :

- Quels sont des défis potentiels à prendre en compte ?
- Comment ces défis pourraient être atténués ?

(15 minutes)

Session 4 : Merci et clôture (10 minutes)

11. Case Management Supervision and Coaching Lessons Learned Survey

Thank you for participating in this online survey. This is part of the Lessons Learned on Case Management Supervision and Coaching Initiative. The purpose of this lessons learned project is to gather and draft key lessons learned on the Case Management Supervision and Coaching initiative. Case Management Task Force members would like to recognize the successes and challenges of roll-outs in the eight countries participating and the impact on case management teams' supervision practices.

This online survey is complemented with Key Informant Interviews with members of the Case Management Task Force and country focal points as well as field visits in Iraq and Burundi. The Lessons Learned project is not an evaluation of the programs nor organizations using the Inter-Agency Case Management Supervision and Training Package.

As a participant of the Trainings of Trainers convened in 2017-2018, your feedback and recommendations are extremely valuable as well as your vision on the future of the CM supervision and coaching in humanitarian responses. This information will benefit future work on the training package and those that will use it.

The survey should take no more than 10 minutes. The information you provide will be used in a final review report on the CM supervision and coaching training package. Your responses will not be linked to you in the final report, nor will any responses provided by you be shared in an identifiable way with colleagues from your own or other organizations. Therefore, it is important that you feel free to provide information about your experiences and opinions and that you may give constructive criticism and positive feedback where you desire.

On behalf of the Case Management Task Force, many thanks in advance for your time and contribution.

1. Country that you represented in the CM Supervision and Coaching TOT

- Burundi
- Iraq
- Myanmar
- Niger
- Nigeria
- South Sudan
- Syria
- Turkey
- Other (please specify)

2. Organization that you represented in the CM Supervision and Coaching TOT

- UN agency
- INGO
- NGO
- Government

Other (please specify)

3. To what extent would you say you agree with the following statements about the training of trainers (TOT):

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
The TOT was appropriate for my context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The TOT prepared me to deliver the training when I returned to my country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The TOT strengthened inter-agency collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the process of developing the country roll out action plan during the TOT helpful	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the country support focal point helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any recommendations on how the ToT and country support focal point could be strengthened in the future? (optional)

4. How did the development of the country action plan support the roll out? (optional)

5. Please select and rank the challenges your country team faced during the implementation of the country roll out action plan with 1 being the most significant challenge?

- Lack of time
- Lack of budget
- Lack of technical support
- Lack of knowledge and skills to deliver the training
- Lack of organizational support
- Lack of inter-agency leadership
- Lack of trainers available
- Turnover in staff
- Selecting the right participants
- Reaching supervisors from all CM organizations

6. Please note any other challenges you faced. (optional)

7. Do you have any recommendations for future country roll-outs? (optional)

8. How many in-country trainings were organized within your country?

9. How useful were the following modules when providing the in-country training?

	Not useful	Somewhat useful	Useful	Very useful
Module 1: Defining supervision and coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 2: Supervision and Coaching Practices and Tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 3: Supervision and Coaching Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 4: staff care and well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any recommendations or additional feedback on the training modules? (optional)

10. Which supervision and coaching tools did you find the most useful following the training?

	Not useful	Somewhat useful	useful	Very useful
Individual Supervision Record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Management Meeting Record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Management Capacity Assessment Tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Management Shadowing Tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Management Observation Tool	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Case File Checklist Tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Discussion Tool	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other, please specify (optional)				

11. Did you adapt the supervision and coaching practices and tools to:

	Not at all	A little	Moderately	A lot
Your context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Not at all A little Moderately A lot

To provide remote support

Please explain how and why (optional):

12. From your perspective, how much do you think the supervision and coaching training you delivered in your country increased:

	Not at all	A little	Moderately	A lot
Case management team’s supervision practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisors’ ability to support caseworkers in the 3 functions of supervision?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills and knowledge of supervisors to coach caseworkers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capacity of caseworkers to provide quality case management?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The interaction with and support provided by caseworkers to children and their families	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Following the initiative, are there any other impacts you have seen (optional):

13. Please prioritize the follow-up that is most needed to implement and sustain practices of supervision with case management in your country context (1 indicates the most needed):

- Development/adaptation of methods and tools
- Further training on supervision and coaching for supervisors
- Ongoing coaching for supervisors
- Inter-agency meetings
- Including supervision into the national CM SOP’s
- Including supervision into the national CM training
- Train caseworkers on supervision methods
- Training CP managers and coordinators on supervision
- Raise awareness of the organizational management team on the importance of CM supervision and coaching
- Increasing number of trainers
- Creating an advocacy note for donors to fund supervision and coaching
- Including supervision training within the ministry/ national social work curriculum

14. Please note any other follow up you would recommend to implement and sustain practices of supervision with case management in your country context. (optional)

15. What is needed for these follow-up and next actions happen?

	Not needed	Somewhat needed	Moderately needed	Extremely needed
Human resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated time to support these next actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inter-agency collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In country focal point	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inter-agency leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify (optional):

16. Are there any final thoughts/ reflections that you would like to mention about your experience participating in the CM Supervision and Coaching initiative?

Thank you again for your feedback and recommendations. For any further questions on the Lessons Learned project, please contact Severine Chevrel at schevrel@maestral.org.

12. Sondage : Supervision et accompagnement professionnel de la gestion de cas

Merci de votre participation à ce sondage en ligne. Cela fait partie des leçons tirées de l'initiative de supervision et d'accompagnement professionnel en gestion de cas. L'objectif de ce projet est de collecter les leçons apprises sur cette initiative de supervision et d'accompagnement professionnel en gestion des cas. Les membres du Groupe de travail sur la gestion des cas aimeraient identifier les succès et défis du déploiement dans les huit pays participants ; et l'impact sur les pratiques de supervision et d'accompagnement professionnel.

Ce sondage en ligne est complété par des entretiens avec des informateurs clés avec des membres du Groupe de travail sur la gestion des cas et des points focaux dans les pays, ainsi que des visites sur le terrain en Iraq et au Burundi. Ce n'est pas une évaluation des programmes ou des organisations qui utilisent le programme de formation interagence relatif à la supervision et à l'accompagnement professionnel en gestion des cas.

En tant que participant aux formations de formateurs organisées en 2017-2018, vos commentaires et recommandations sont extrêmement importants, de même que votre vision sur l'avenir de la supervision et l'accompagnement professionnel en gestion de cas dans les réponses humanitaires. Ces informations seront utiles aux futures étapes de cette initiative et ceux qui l'utiliseront.

L'enquête ne devrait pas prendre plus de 10 minutes. Les informations que vous procurez lors de cette discussion seront utilisées dans un rapport final sur l'initiative de supervision et d'accompagnement professionnel en gestion de cas. Vos réponses ne seront pas associées à vous dans le rapport final et aucune réponse et informations procurées ne seront partagées de manière identifiable avec des collègues de votre propre organisation ou d'autres organisations. Par conséquent, il est important que vous vous sentiez libre de partager ouvertement vos expériences et vos opinions et que vous puissiez émettre des critiques constructives et des retours positifs en toute confiance.

Au nom du groupe de travail sur la gestion des cas, nous vous remercions d'avance pour votre temps et votre contribution.

Pays que vous représentiez lors de la formation des formateurs sur la supervision et accompagnement relative à la gestion de cas :

- Burundi
- Irak
- Myanmar
- Niger
- Nigeria
- Sud Soudan
- Syrie
- Turquie
- Autre, précisez : (optionnel)s

2. Organisation que vous représentiez lors de la formation des formateurs sur la supervision et l'accompagnement professionnel relative à la gestion de cas :

- Agence de l'ONU
- ONG Internationale
- ONG Nationale
- Gouvernement

Autre, précisez : (optionnel)

3. Dans quelle mesure diriez-vous que vous êtes d'accord avec les affirmations suivantes concernant la formation des formateurs :

	Pas du tout d'accord	Un peu d'accord	Plutôt d'accord	Tout à fait d'accord
La formation des formateurs était appropriée pour mon contexte	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
La formation des formateurs m'a préparée à dispenser la formation à mon retour dans mon pays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La formation des formateurs a renforcée la collaboration inter-agence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai trouvé le processus de développer un plan d'action pays pendant la formation des formateurs utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai trouvé le point focal pays utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quelles sont vos recommandations sur la manière dont la formation des formateurs et le point focal pays pourraient être renforcés à l'avenir. (optionnel)

4. Comment l'élaboration du plan d'action a-t-elle soutenu le déploiement dans votre pays ? (optionnel)

5. Veuillez sélectionner et classer les défis auxquels votre pays a été confrontés lors de la mise en œuvre du plan d'action, 1 étant le défi le plus important.

- Manque de temps
- Manque de budget
- Manque de support technique
- Manque de connaissances et de compétences pour dispenser la formation
- Manque de support organisationnel
- Manque de leadership inter-agence
- Manque de formateurs disponibles
- Changement de personnel
- Sélectionner les bons participants
- Atteindre les superviseurs de toutes les organisations impliquées dans la gestion de cas

6. Veuillez noter tout autre défi auquel vous avez été confronté. (optionnel)

7. Avez-vous des recommandations pour de futurs déploiements dans d'autres pays ? (optionnel)

8. Combien de formations ont été organisées dans votre pays ?

9. Dans quelle mesure les modules suivants ont-ils été utiles lors de la formation dans le pays ?

	Pas utile	Un peu utile	Utile	Très utile
Module 1. Définition de la supervision et de l'encadrement dans la gestion de cas pour la protection de l'enfant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 2. Pratiques et outils de supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 3. Compétences de supervision et d'encadrement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 4. Santé et bien-être du personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Avez-vous des recommandations ou des commentaires supplémentaires sur les modules de formation ? (optionnel)

10. Quels outils de supervision et d'encadrement professionnel avez-vous trouvés les plus utiles après la formation ?

	Pas utile	Un peu utile	Utile	Très utile
Dossier individuel de supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dossier de réunion de gestion de cas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Évaluation des capacités du travailleur social	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outil d'accompagnement sur le terrain en gestion de cas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outil d'observation en gestion de cas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outil Check-list des dossiers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outil de discussion de cas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Autre, veuillez spécifier: (optionnel)

11. Avez-vous adapté les pratiques et les outils de supervision et de coaching pour:

	Pas du tout	un peu	Modérément	Beaucoup
Votre contexte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pour fournir un support à distance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Veuillez expliquer comment et pourquoi : (optionnel)

12. De votre point de vue, dans quelle mesure les formations en supervision et en coaching que vous avez dispensées dans votre pays ont-elles augmenté :

	Pas du tout	Un peu	Modérément	Beaucoup
Les pratiques de supervision de l'équipe de gestion de cas ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La capacité des superviseurs d'appuyer les travailleurs sociaux dans les 3 fonctions de supervision ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les compétences et connaissances des superviseurs pour encadrer les travailleurs sociaux ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La capacité des assistants sociaux à fournir une gestion de cas de qualité ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'interaction et le soutien fourni par les travailleurs sociaux aux enfants et à leurs familles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Suite à cette initiative, y a-t-il d'autres impacts que vous avez observés : (optionnel)

13. Veuillez sélectionner et classer les actions de suivi qui sont les plus nécessaires pour mettre en œuvre et maintenir des pratiques de supervision dans le contexte de votre pays (1 indique les plus nécessaires) :

- Développement / adaptation des méthodes et d'outils
- Formations supplémentaires sur la supervision et l'accompagnement professionnel pour les superviseurs
- Accompagnement professionnel continu pour les superviseurs
- Rencontres Inter-Agences
- Inclure la supervision dans les SOP nationales sur la gestion de cas
- Inclure la supervision dans les formations nationales sur la gestion de cas
- Former les travailleurs sociaux sur les méthodes de supervision
- Former les responsables et coordinateurs de programmes à la supervision
- Sensibiliser l'équipe de direction de chaque organisation à l'importance de la supervision et de l'encadrement professionnel relatif à la gestion de cas
- Augmenter le nombre de formateurs disponibles
- Créer un plaidoyer pour que les donateurs financent la supervision et l'encadrement professionnel relatif à la gestion de cas
- Inclure la formation à la supervision dans le Ministère / programme d'études national de travail social

14. Veuillez noter tout autre suivi que vous recommanderiez pour mettre en œuvre et maintenir les pratiques de supervision dans votre contexte. (optionnel)

15. Que faut-il pour ces prochaines actions puissent être réalisées ?

	Pas nécessaire	Un peu nécessaire	Modérément nécessaire	Très nécessaire
Ressources humaines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ressources financières	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temps alloué à soutenir ces prochaines actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration inter-agence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Point focal pays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership organisationnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership inter-agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

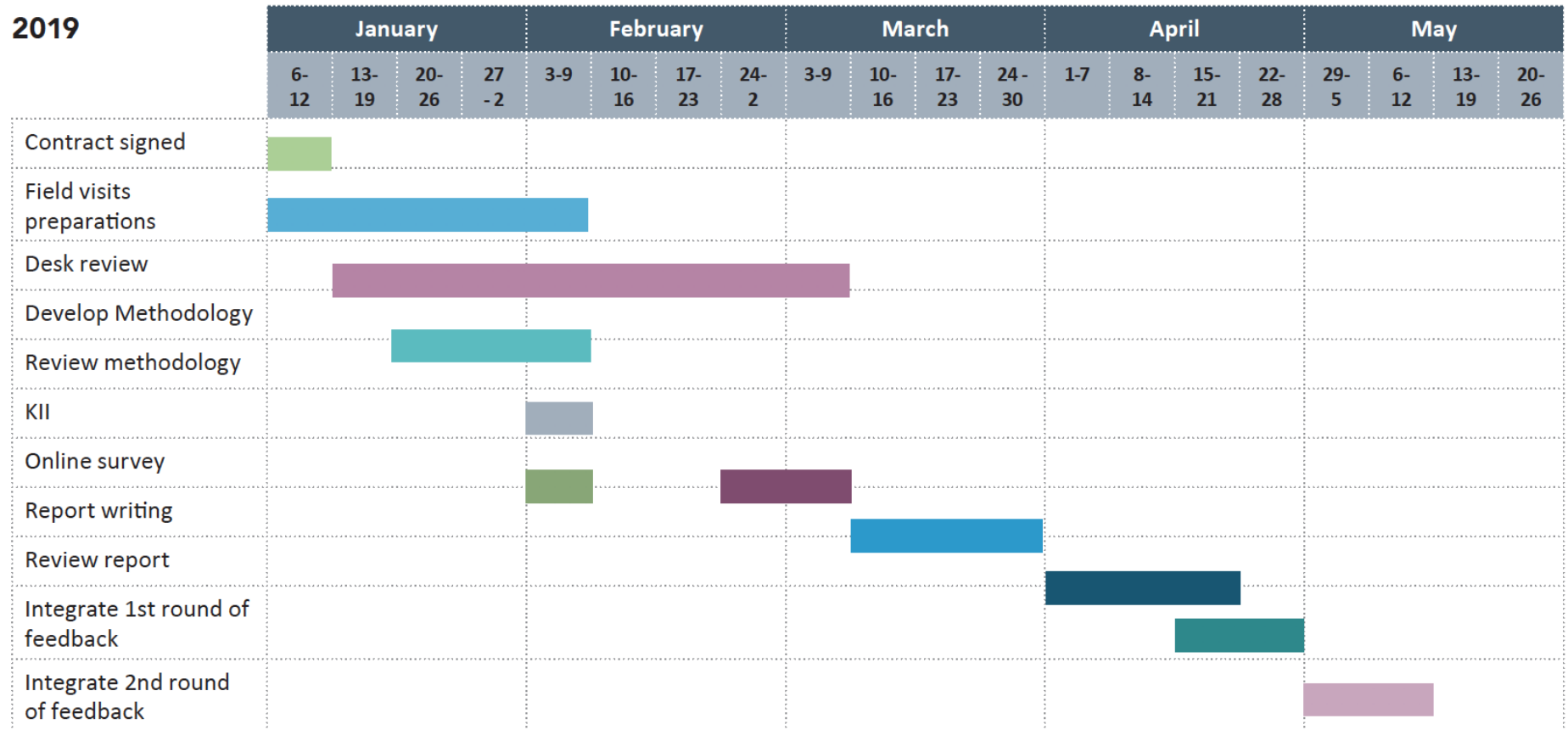
Autre, veuillez spécifier : (optionnel)

16. Avez-vous d'autres réflexions sur votre expérience de l'initiative de supervision et d'accompagnement professionnel relatif à la gestion de cas que vous voudriez partagées ?

Merci encore pour vos commentaires et recommandations. Pour toute question supplémentaire sur le projet leçons apprises, veuillez contacter Séverine Chevrel à schevrel@maestral.org.

Annex IV: Calendar of activities

1. Timeline



2. Burundi Schedule

Date	Lieu	Activité	Personne responsable d'organiser les réunions
Dimanche 17 Février	Bujumbura	Arrivée à Bujumbura	IRC
Lundi 18 Février	Bujumbura IRC Ministère Ministère	8.30 à 10h : Rencontres à l'IRC : - point focal de sécurité - directeur national 11h : Directeur de l'enfant et la famille qui préside le groupe de travail 14h – 15.30 : Rencontre avec les formateurs de la supervision et coaching en gestion de cas.	Tharcisse, IRC Etienne, Ministère Etienne, Ministère
Mardi 19 Février	Bujumbura Ministère – à confirmer avec Etienne Ministère – à confirmer avec Etienne	10h : Comité de protection de l'enfant en situation d'urgence – sous-groupe de gestion de cas : présente le projet des leçons apprises et du renforcement de capacité et discute de leur expérience. 11h à 15h : Atelier d'une ½ journée des personnes formées en Juin 2018	Etienne, Ministère
Mercredi 20 Février	Bujumbura -> Rumonge Rumonge Etienne va voir si on peut utiliser la salle de réunion	Matin : Transport vers Rumonge (2h) 13-16h : Rencontres avec les personnes formées en juillet 2018 de l'HCR, IRC, plateforme psychosociale, World Vision FVS/AMADE, Croix Rouge, SOJPAE, FVS/AMADE, Fondation Stamm, War child Hollande, Plateforme psychosociale, TdH de Rumonge et Makambe (9 participants de Rumonge et 7 de Makamba)	Etienne, Ministère
Jeudi 21 Février	Rumonge	10h – 14h : rencontres des agents de terrain à Rumonge organise par Etienne Debrief a Rumonge	Etienne, Ministère
Vendredi 22 Février	Rumonge -> Bujumbura Bujumbura	Retour a Bujumbura 9h-11h Debrief a Bujumbura - a confirmer	
Samedi 23 Février	Bujumbura	Départ	

3. Iraq Schedule

Day	Proposed activity	Time Required	Contact
Saturday February 9	Arrival and transfer to IRC hotel		kirsty.jenatsch@rescue.org
Sunday February 10	Meet with CMWG in Erbil and for a general discussion on impact of CM supervision and Coaching.	2 hours	kirsty.jenatsch@rescue.org
	Meet with the two trainers Ahmad and Zina in Erbil. Discuss with both the way to organize the meetings with the trained supervisors as well as the caseworkers the trained supervisors manage	2 hours	Ahmed ah.ibraim@tdhitaly.org Zina z.izzadin@tdhitaly.org Qanaad Qanh.Salh@savethechildren.org
Monday February 11	Travel to Duhok	2 h 15 min	Shivan shivan.suliaman@rescue.org Abduljabar aarab@unicef.org
	Meet CM TF in Duhok to discuss impact of supervision and coaching.	2 hours	
	Meet with Shivan and Abduljabar	2 hours	
Tuesday February 12	Meeting with trained supervisors from Duhok	10am -1pm	Shivan shivan.suliaman@rescue.org Abduljabar aarab@unicef.org
	Meet with Caseworkers	2-4 pm	
Wednesday February 13	Travel back to Erbil		Ahmed, Zina and Abduljabar led the training that targeted Mosul, and they can communicate with trainees and see how to support this activity
	Meeting with trained supervisors from Erbil	11 -3pm	
Thursday Feb 14	10-2pm: Meeting with caseworkers from Erbil	10-2pm	Ahmed, Zina and Abduljabar led the training that targeted Mosul, and they can communicate with trainees and see how to support this activity.
	Debrief meeting with IRC and UNICEF	1 hour	
Friday Feb15 th - rest			
Saturday Feb 16 th - departure			

Annex V: List of documents consulted

IRC. (2017). Technical Narrative: Working Together for Improved Responses to Children’s Needs
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CP AoR. (2017) Country Applications for Ecuador, Iraq, Lebanon, Mali, Niger, Nigeria, Sudan, Syria, Turkey, Ukraine and Yemen.
CMTF (2017) Child Protection Case Management Coaching Supervision Capacity Building Initiative: Country Application Overview
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[Alliance for Child Protection in Humanitarian Action. \(2018\) Looking Inside: IA Case Management Supervision and Coaching Training Package Video](#)
[Alliance for Child Protection in Humanitarian Action. \(2018\) Case Study from Turkey Video](#)
[Alliance for Child Protection in Humanitarian Action. \(2018\) Case Study from Iraq Video](#)
[Alliance for Child Protection in Humanitarian Action. \(2018\) Case Study from South Sudan Video](#)
[Alliance for Child Protection in Humanitarian Action. \(2018\) Case Study from Nigeria Video](#)

