



THE ALLIANCE

FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

A young girl with dark hair, wearing a light purple long-sleeved shirt and dark shorts, is smiling and holding a baby. The baby is wearing a yellow sleeveless top and dark shorts. They are standing in front of a wooden structure, possibly a door or a wall made of vertical wooden planks. The background is slightly blurred, showing more of the structure and some greenery.

Case Management Supervision and
Coaching Lessons Learned Report: Summary

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 Task Force has prioritized supervision with coaching as a core approach and strategy and has collaborated with country-level humanitarian child protection actors and global experts to create the Case Management Supervision and Coaching Training Package.

The following steps were taken in this process:

1. A desk review of resources related to supervision and coaching from various sources, such social work associations, academia, and other child protection manuals.
2. Pilots and feedback workshops in Syria, Nigeria, and Myanmar.
3. Selection of eight participating countries based on the relevance for the country's context, commitment of the interagency community, and the profiles of the participants.
4. A five-day global case management workshop with child protection and case management experts to finalize the package and to develop a process for rolling out the trainings at various levels.

5. Case Management and Supervision trainings of trainers (TOTs) to prepare participants to lead pre-course work, training of trainers, and country roll-outs.
6. Identification of refugee and IDP contexts as additional candidates for roll-out.
7. Launch of the CM Supervision and Coaching package on the Alliance's website, Facebook, Twitter feeds, and on other organizations' websites in July 2018.

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 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 their impact on case management teams' supervision practices.

The information was gathered through:

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

Findings

Key aspects of the initiative

Global consultation

Face-to-face consultation with experts from the CMTF and CP AoR promoted a common understanding of supervision and coaching in order to set the framework of the initiative. Some attendees expressed a need for more diversity in representation from programming countries and across genders. However, the workshop was highly participatory and connected informants

and case managers across many levels. Feedback from the consultation was greater than had been anticipated, so additional human resources were needed to integrate comments. Future initiatives should plan for post-consultation editing and identify strategies to streamline the process.

Country application and selection

Applicant countries submitted a nominated team of participants from multiple agencies (UN, government, INGOs, and local NGOs) to ensure interagency support. The CMTF further ensured that the foundations of the case management system were already in place. For future initiatives, it would be useful to have alternatives (such as access to the pre-learning course or a webinar) available for countries who were not selected for the TOTs.

Training of trainers

Participants were asked to complete online pre-course work prior to the TOT in order to ensure a common foundational understanding of case management. Although some challenges to completing the pre-training were identified, including internet access and miscommunication about requirements and deadlines, those who completed the work expressed the value in providing this step. Some informants even recommended making the pre-course work available to a wider audience.

Three Case Management Supervision and Coaching trainings of trainers were held in Uganda, Jordan, and Burundi. Each training included an introduction to adult learning, opportunities to practice facilitating sessions, and time to

develop the country roll-out action plans. Some participants felt the planning needed to be based more on the actual in-country constraints such as budget, availability of the trained trainers, and the ability of their CP sub-cluster/ working group to help plan and support the roll-out.

Roll-out: Country trainings

In order to receive a certificate of completion for the TOT, each participant was required to deliver one training and submit a training report. Of the 60 participants who participated in the TOT, 48 successfully delivered trainings and submitted reports. However, follow-up visits indicated that more trainings were conducted than were actually reported. Challenges to implementing the roll-out included staff turnover and lack of time, budget, organizational support, and interagency leadership and collaboration.

Training modules and supervision tools

The training is organized by four modules:

1. Defining supervision and coaching;
2. Supervision and coaching practices and tools;
3. Supervision and coaching skills; and
4. Staff care and well-being.

Each training module consists of a set of PowerPoint slides, facilitator notes, learning activities, and related handouts. Modules 1 and 2 were cited as most useful, while Module 4 was the most challenging to facilitate. Participants believed it was important to provide all the supervision and coaching tools so supervisors could decide which they preferred to use.

Support focal point

The country support focal point was the acting coach and technical support to the country teams during the roll-out. There was mixed feedback on the effectiveness of the focal point in practice. Technical support seemed to be more impactful if the focal point was in-country, provided support alongside existing planned field visits, and spoke the native language. A key recommendation for improvement was to better clarify the support focal point's roles and responsibilities, especially in settings with strong national coordinators.

Effects of the initiative

Collaboration and coordination

Most informants considered this process a true interagency collaboration (at global, regional, and country levels) from design through implementation. TOTs were co-facilitated across agencies with a strong participant representation across different agencies, nationalities, countries, and genders.

The in-country trainings further fostered interagency collaboration and coordination by:

- Engaging all agencies involved in the TOT in translating the materials;
- Organizing a full day for all trainers to collaboratively prepare and adapt the training;

- Coordinating and assigning the roll-out across different organizations and locations; and
- Pulling budget and logistical support from across agencies.

Contextualization

The methodology of the TOT allowed participants to reflect on their own country's context, hierarchy, relationships, and organizational structure.

Common approaches to contextualization included:

- Adapting role plays and language;
- Changing the name of the training;
- Removing one specific competency from the assessment tool;
- Shortening the length of the training;
- Refining the translation; and/or
- Prioritizing some tools over others.

Localization

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 aided in identifying more effective focal points. For the three TOTs, however, participation from national staff and national agencies was prioritized. (A third of the participants were from local organizations.)

Additional support and mentoring from the national and sub-national team would have helped to support the local roll-outs as local engagement generally seemed to increase the overall sustainability of in-country efforts. Unfortunately, the use of harmonized interagency case management tools was often inconsistent among local organizations.

Trainers' capacity

On average, all country teams and trainers participating in the TOT saw an increase in post-test knowledge, confidence across harm prevention and supervision, capacity, and commitment. During field visits, 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.

Supervisors' capacity

The training increased supervisors' skills, knowledge, and capacity to coach caseworkers and improved their supervision practices. They felt more confident and professional in supervising and supporting their caseworkers on a day-to-day basis. Some trainers and supervisors recommended follow-up such as refreshers, more regular exchanges, and peer support groups.

Caseworkers' capacity

In Iraq and Burundi, the supervision practices helped caseworkers better organize their work and improve their interactions with children and families. Caseworkers expressed more confidence in consulting with supervisors to problem solve together. Supervisors recommended that caseworkers also be trained so that they understand the approach and perceive these practices as coaching, not monitoring.

Recommendations

The following 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.

Ensure the sustainability of supervision and coaching practices with case management to combat high turnover and limited funding.

Social service workforce strengthening

- **National CP Working Groups/Sub-clusters** should identify and build a network of trained supervisors and mentors by (a) supporting the ongoing training and coaching of caseworkers and (b) assisting in fundraising to implement all stated recommendations.

- **The Alliance, UNHCR and the CP AoR** should develop in-person and online trainings, resources, peer support, and fundraising activities for case management and supervision that align with global interagency guidelines.

Sustainability planning and implementation

- **Organizations involved in case management** should adhere to global standards (CPMS), embed supervision and coaching within existing structures, and advocate for coaching and supervision with leadership and donors.
- **National CP Working Groups/Sub-clusters** should promote global case management standards (CPMS), identify partnerships and approaches to sustain supervision and coaching competencies, and include supervision and coaching practices into new proposals and projects.

- **Governments** should train on and institutionalize supervision and coaching across the social service workforce.
- **Donors** should promote and invest in sustainable case management (including coaching and supervision) by supporting programs that align with global standards (CPMS), building a skilled workforce, and collaborating with other early recovery and development donors.
- **The Alliance, UNHCR and the CP AoR** should act as advocates for the supervision and coaching practices with donors, governments, and other stakeholders at global, regional, and country levels.

Use the lessons learned and recommendations to inform future capacity-building initiatives.

Methodology

- **Organizations, task forces, and working groups leading capacity-building initiatives** should develop an interactive, decentralized training approach; use an application process that ensures the presence of minimum capacities; collaborate with actors in similar contexts; and ensure adequate support and funding for all activities.
- **Donors** should advocate for and fund initiatives that use iterative, decentralized training approaches; provide flexibility in funding periods to allow time to cascade down trainings; and support coordinated global initiatives.

Interagency approach

- **Global organizations and working groups** should apply the interagency approach to all trainings, from planning through implementation; engage the CP Sub-Cluster/Working Group in application and planning processes; and conduct initiatives in refugee and IDP contexts.
- **National CP Working Groups/Sub-Clusters** should identify countries with an existing CM Task Force/Working Group, clarify and fund the role of the support focal point, ensure collaboration between the national CP Sub-Cluster/Working Group and other local actors, and integrate supervision and coaching into all capacity-building strategies and workplans.

Local representation and contextualization

- **Global organizations and working groups** should prioritize and support local representation and involvement in program design, implementation, and sustainability.
- **National CP Working Groups/Sub-Clusters** should involve local organizations and government actors (where appropriate) in contextualizing the training materials and approach to meet the needs on the ground and to support sustainability and buy-in.

Organizational commitment

- **In-country organizations** should engage senior management and other relevant internal actors when (a) applying for and implementing interagency trainings and (b) raising awareness of and support for future initiatives.
- **Members of the CMTF** should commit to supporting similar future initiatives and providing the ongoing technical support needed for implementation.