

CSO SUPERVISORS' GUIDE TO MONTHLY MEETINGS WITH CSO VOLUNTEERS

WHAT IS SUPPORTIVE SUPERVISION?

It is a process of guiding, monitoring, and coaching workers to promote compliance with standards and assure delivery of quality activities. During supervisory visits, you work as a team to meet common goals and objectives.

WHO SHOULD USE THIS GUIDE?

Mtoto Mwerevu CSO supervisors as you build the capacity of CSO volunteers.

See below:



WHY IS SUPPORTIVE SUPERVISION IMPORTANT?

Mtoto Mwerevu can't succeed without it. When you hold regular, effective meetings with volunteers, you can:

- Give them emotional and other support needed to face challenges on their own;
- Help volunteers understand their roles better;
- Give volunteers the knowledge and skills they need to do their jobs effectively; and
- Motivate them.

HOW OFTEN SHOULD YOU MEET WITH VOLUNTEERS?

Monthly.

REVIEW THE MATERIALS TO TAKE WITH YOU TO MONTHLY MEETINGS WITH VOLUNTEERS:

- This guide;
- The list of volunteers' roles and responsibilities;
- Job aids (2.2-2.5) and checklists (checklist 5.1 for all support groups and checklists 5.2-5.5 for IYCF, ECD, WASH, and maternal nutrition);
- M&E reports on programme coverage; and
- Anything else you think would be appropriate.

WHAT SHOULD HAPPEN WHEN YOU MEET WITH VOLUNTEERS?

EVERY MONTH

Review roles and responsibilities, including conducting support groups (and facilitation or behaviour change) and collecting programme data using form 2.

For support groups, praise volunteers for the good work they have done to date. Then ask volunteers:

1. If they know *how many* support groups they should hold every month (at least 1 support group per month);
2. If they know *which* individuals should be invited to support groups. The following households should be invited:
 - a. Participating in TASAF, the government's cash transfer program, or who are very poor but not participating in TASAF;
 - b. With mothers in their first pregnancy;
 - c. With children <2 years old;

- d. Experiencing challenges with breastfeeding, complementary feeding, WASH, or ECD;
 - e. Find out where volunteers have worked (geographic area); and
 - f. If volunteers are unclear on who should attend support groups and how often, provide them guidance. Please take advantage of the very next opportunity you meet with volunteers. *Volunteers should actively encourage grandmothers and husbands to participate, provided they do not interrupt mothers' support groups.*
3. What volunteers discuss during support groups: ONE topic per support group, including Maternal, Infant, Young Child, and Adolescent Nutrition (MIYCAN), Water, Sanitation, and Hygiene (WASH), Early Childhood Development (ECD), and women's workload. The focus should not only be on MIYCAN but also other topics, especially WASH and ECD.

Conduct role plays to practise support groups, depending on the topic of the support group:

1. Get volunteers from the group to role play in groups of three: CSO volunteer, mother, and observer who gives comments about how the volunteer did during role play. Alternatively, for support groups with fathers or grandmothers, volunteers should practise, acting as: 1. volunteer, father and observer, or 2. volunteer, grandmother, and observer;
2. Select one appropriate topic for the support group, depending on the needs of the community (one element of MIYCAN such as complementary feeding, WASH, or ECD practices);
3. Ask the volunteer to act as if he or she is conducting a support group;
4. At the end of the role play, ask for comments, first from the volunteer conducting the role play, then from the mother, father, or grandmother, then from the observer: What went well? What needs improvement?
5. Review all elements of quality support groups and give concrete examples of how the volunteer performed each step;
6. Provide any final input on the role play, including suggestions for how to improve them.

Ask:

1. The geographic coverage of support groups;
2. Use checklists 5.1-5.5 distributed in *Mtoto Mwerevu's* training for IYCF, ECD, WASH, and maternal health to check the quality of the role play; and
3. Ask CSO staff to identify challenges and successes with support groups (for example, do volunteers avoid giving too many messages?).

For monitoring and evaluation, you should:

1. Collect M&E forms, including support group form (form #2); and
2. Ask about challenges volunteers face when completing necessary forms.

For other issues, you should:

1. Help the volunteer prepare what he or she needs to do that day;
 - a. Support groups. Volunteers should:
 - i. Know the ages of the children;
 - ii. Understand which job aids they will use that day;
 - iii. Have form #2 (support group form);
 - b. Community meetings. These include TASAF meetings as well as events such as World Breastfeeding Week. Volunteers should describe:
 - i. How to know the best meetings to visit;
 - ii. How to get permission to present during the meeting;
 - iii. Choose the most relevant topic for the group visited/type of meeting;
 - iv. Understand talking points for volunteers during community meetings;
 - v. Commit the group to an action (telling their neighbours about nutrition, WASH, and ECD; trying a new practice they've learnt about today; etc.);

2. Ensure that volunteers have all of the supplies they need:
 - a. Counseling cards;
 - b. Bags;
 - c. Fliers (if copies are available): Maternal nutrition, infant and young child feeding, breast and complementary feeding, early childhood development 0-3 and 3-8 years old;
 - i. Job aids for conducting support groups (job aids 2.2-2.5);
 - d. Talking points for volunteers during community meetings;
 - e. Data collection forms.
3. Review how volunteers can use data that have been collected to improve performance.
 - a. Coordinate with CHWs and their supervisors to determine what topics are being covered during household visits so that complementary topics can be discussed in support groups;
 - b. Learn from CSO staff what radio spots are being aired so that the same topics can be addressed in support groups;
 - c. Identify households that might need special attention (e.g., households with more than one child less than two years old) and therefore need to attend support groups;
 - d. Whether volunteers use job aids (job aids 2.2-2.5) for support groups to improve upon quality;
 - e. Number of support groups and whether the right people are attending support groups (e.g., mothers with children less than 5 years of age, pregnant mothers, husbands, etc.; see support group form #2);
 - f. Topics discussed during support groups, according to the needs of the community (are some topics like WASH and ECD not covered?; see support group form #2);
4. Ask about any other challenges volunteers face (e.g., lack of transport, challenges paying volunteers including unknown payment schedule and late payment, low morale, etc.); ask for their proposed solutions to those challenges and help volunteers problem-solve.
5. Make sure volunteers get reimbursed for any travel or other relevant expenses.

OFTEN BUT NOT EVERY MONTH:

Revise the following questions to help build the capacity of volunteers when they conduct support groups.

Does the volunteer:

1. Choose a topic of discussion relevant to those attending (for example, a support group on disposing of infant faeces includes families with infants)
2. Introduce herself/himself to the group
3. Have everyone sit in a circle
4. Ask whether those who attended last month's meeting shared their experiences with others in the community
5. Ask questions that generate participation from all support group members
6. Ask group members to share their own experience
7. Identify a few practices related to today's theme that group members can try
8. Commit support group participants to trying a small, do-able action (actions might be different for different people in the group)
9. Resolve barriers families face as they try the new practice
10. (Where possible), give group members an opportunity to practise the new behaviour(s)
11. Request that group members speak to others in the community to encourage them to practise the behaviours discussed in today's meeting
12. Tell group members the place, date, and theme of the next meeting

GENERAL:

1. Go over *Mtoto Mwerevu's* checklist "Talking points for CHWs and CSO volunteer staff during community meetings" to make sure that volunteers meet with community groups and discuss appropriate topics; Group volunteers should consider approaching about nutrition, ECD, and WASH include TASAF, religious groups, unions, credit associations, self-help groups for women and men, Ward Development Committees, etc.;
2. Hear about the health and well-being of the catchment area overall; and
3. Assign new tasks, when needed.