



Supportive Supervision/Mentoring and Monitoring for Community IYCF



*The Community
Infant and Young Child Feeding
Counselling Package*

October 2013

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Introduction

Purpose of Supportive Supervision/Mentoring and Monitoring Training

Over the course of community IYCF counselling training, community workers (CWs) gain new knowledge and skills that will enable them to provide IYCF support to help mothers/caregivers feed and care for their infants and young children according to global recommendations. To gain competence in providing the support, workers need practice in applying the knowledge and skills to perform particular tasks, and the ability to decide when applying a skill is appropriate. This requires more practice than can generally be obtained as part of the training during field practice sessions. Participants can practice skills independently following the training and increase their abilities, but will also need additional support/supportive supervision/mentoring to ensure that they are carrying out a task correctly.

Supervisors are sometimes the Trainers of the CWs. They may or may not be attached to a health facility in the area to which the CW is assigned. Other individuals who have completed the community IYCF counselling training and are themselves skilled counsellors may also be trained to provide supportive supervision or mentoring. In either case, a mentor/supervisor must have also completed training in supportive supervision/mentoring and monitoring, which aims to build the skills of supervisors to monitor the performance of Community Workers (planned activities implemented, coverage of target population, and the quality of IYCF support activities), and to help strengthen their performance where gaps are identified.

All newly trained CWs should receive at least one supervisory visit within 6 weeks to 2 months following training. This initial follow-up supervision will provide the opportunity to determine whether the newly-trained IYCF CWs are:

- using their knowledge and skills to counsel mothers/caregivers and facilitate group work
- feeling confident about what they are doing
- experiencing particular difficulties

This will also provide an opportunity for the supervisor to observe the CW working with mothers/caregivers, compare their performance to standards that are outlined in a supervision checklist, and provide constructive feedback on both the strong points and any difficulties the CW has experienced. Supervisors/mentors will then be able to judge the effectiveness of the initial training and provide on-the-spot refresher training as needed.

Ideally, supportive supervision/mentoring is part of routine monitoring activities and the initial visit will fit into a schedule of ongoing supportive supervision. If a system of ongoing supervision or mentoring is not yet in place, all newly trained IYCF CWs should receive a minimum of 2-3 visits and then participate in regular meetings with other IYCF CWs for sharing experiences, mutual support and on-going or refresher training.

Where supportive supervision/mentoring is part of routine monitoring, data obtained as part of supervisory visits and reporting can help to monitor whether defined targets for activities were met during a reporting period, as well as assess the performance of individual CWs and the coverage achieved. Monitoring a small number of clearly defined indicators will help to keep the community IYCF programme focused on the essential activities and provide information for assessing overall programme progress. Examples of useful indicators and tools to assist in their collection are provided in this module (see Appendix 3: Flow Chart of Tools for Community Worker and Supervisor).

Layout of this one-day training: The day is organized into 7 Learning Objectives (LOs). LO 1 introduces the concept of supportive supervision/mentoring. During LO 2, the Supervisors will review examples of tools and the monitoring forms that the CWs will use to record their activities and submit to their Supervisors (monthly/other period). These tools are templates that will need to be adapted for use in the local situation.

LO 3 introduces the Supervisors to the tools that they will use to help CWs improve the quality of the IYCF support activities they perform, and to sample forms that can be used for compiling the routine programme monitoring data collected by the CWs in the Supervision Area.

In LO 4 and 5, the Supervisors will practice to develop the necessary skills to implement supportive supervision/mentoring and use the tools to monitor and record their activities.

During LO 6, the Supervisors will review examples of indicators and data compilation forms for routine programme monitoring, and discuss examples of different visual presentations that might be used in reporting their data.

Supervisors will work together to develop an Action Plan for their Supervision Area in LO 7.

AGENDA: 1-DAY SUPPORTIVE SUPERVISION/MENTORING AND MONITORING – COMMUNITY INFANT AND YOUNG CHILD FEEDING (IYCF) COUNSELLING PACKAGE

| Time | OBJECTIVES |
|---------------|---|
| 08:00 – 09:00 | 1. Define supportive supervision/mentoring and terms related to programme monitoring; and define components of supportive supervision: who, why, when, where, what, how, and what for |
| 09:00 – 09:30 | 2. Review tools for IYCF Community Workers: Job Aids for IYCF Counselling, Action-oriented Group and IYCF Support Group facilitation; registers and activity logs |
| 09:30 – 10:30 | 3. Review tools for Supervisors/Mentors: observation checklists for performance of IYCF support activities and routine programme monitoring forms |
| 10:30 – 10:45 | TEA BREAK |
| 10:45 – 11:30 | 4. Help mentors/supervisors develop the necessary mentoring skills: interpersonal communication, facilitation, analysis, and problem-solving |
| 11:30 – 13:00 | 5. Practise supportive supervision/mentoring (using observation checklists, providing feedback, and making decisions for quality improvement throughout the system) |
| 13:00 – 14:00 | LUNCH |
| 14:00 – 15:00 | 6. Compile and present data in a report that tracks the status and progress of the IYCF programme: proportion of planned <u>activities</u> implemented, <u>coverage</u> of target population, and <u>quality</u> of IYCF support activities |
| 15:00 – 15:15 | TEA BREAK |
| 15:15 – 16:00 | 7. Develop an Action Plan to help institutionalize supportive supervision/mentoring and monitoring in Community IYCF Programmes |

ONE-DAY SESSION. SUPPORTIVE SUPERVISION/MENTORING AND MONITORING FOR COMMUNITY IYCF PROGRAMMES

| Learning Objectives | Methodologies | Training Aids |
|--|---|--|
| 1. Define supportive supervision /mentoring and terms related to programme monitoring; and define components of supportive supervision: who, why, when, where, what, how, and what for | <ul style="list-style-type: none"> • Group Work • Matching Game | <ul style="list-style-type: none"> • ‘Programme Monitoring Matching Game’, with 9 terms & 13 definitions (Appendix 1) • 7 cards with one of the following words: WHO, WHY, WHEN, WHERE, WHAT, HOW, WHAT FOR (Appendix 2) |
| 2. Review tools for IYCF Community Workers: job aids for IYCF Counseling, Action-oriented Group and IYCF Support Group facilitation; registers and activity logs | <ul style="list-style-type: none"> • Brainstorming • Interactive presentation | <ul style="list-style-type: none"> • Appendix 3: Skills for the Different IYCF Support Activities • Appendix 4: Chart of Tools for Community Worker and Supervisor • Appendix 5: List of Job Aids for Community Workers and Tools for Mentors/Supervisors • Appendix 6: Job Aids for Community Workers (6) |
| 3. Review tools for supervisors/mentors: observation checklists for performance of IYCF support activities, and routine programme monitoring forms | <ul style="list-style-type: none"> • Brainstorming • Interactive presentation | <ul style="list-style-type: none"> • Appendix 7: Tools for Mentors/Supervisors (First 5 Tools) |
| 4. Help mentors/supervisors develop the necessary mentoring skills: interpersonal communication, facilitation, analysis, and problem-solving | Demonstration | <ul style="list-style-type: none"> • <i>IYCF Community Worker Job Aid 1: IYCF Assessment</i> • <i>Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling</i> |
| 5. Practise supportive supervision/mentoring (using observation checklists, providing feedback, and making decisions for quality improvement throughout the system) | Practise | <ul style="list-style-type: none"> • 3 Case Studies • <i>IYCF Community Worker Job Aid 1: IYCF Assessment</i> • <i>Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling</i> |
| 6. Compile and present data in a report that tracks the status and progress of the IYCF programme: proportion of planned <u>activities</u> | | <ul style="list-style-type: none"> • Appendix 8: Completed job aids/tools for compilation by mentors/supervisors • Appendix 9: Compilation Answer Sheet |

| Learning Objectives | Methodologies | Training Aids |
|---|---|---|
| implemented, <u>coverage</u> of target population, and <u>quality</u> of IYCF support activities | | <ul style="list-style-type: none"> • Appendix 10: Examples of Indicators for Routine IYCF Programme Monitoring • Appendix 11: Data for IYCF Programme Planning • Appendix 12: Three examples of How to Visually Display Routine Programme Monitoring Data |
| 7. Develop an Action Plan to help institutionalize supportive supervision/mentoring and monitoring in Community IYCF Programmes | Group work by country, region or district | <ul style="list-style-type: none"> • Examine together Mentor-Supervisor Training Tools: <ul style="list-style-type: none"> - <i>Supportive Supervision Tool 7: Spatial/ Geographic Coverage – Communities with Community Workers trained in IYCF</i> - <i>Supportive Supervision Tool 8: Training Register</i> - <i>Supportive Supervision Tool 9: Training Report</i> • Appendix 13: Implementation of activities (how much did we do?) • Appendix 14: Action Plan template for supportive supervision/mentoring and routine programme monitoring in IYCF community programme |

Materials:

- Flipchart papers and stand (+ markers + masking tape or sticky putty)
- ‘Programme Monitoring Matching Game’, with 9 terms and 13 definitions (Appendix 1: ‘Programme Monitoring Matching Game’ - Definitions related to Programme Monitoring)
- 7 cards with one of the following words: WHO, WHY, WHEN, WHERE, WHAT, HOW, WHAT FOR (Appendix 2: Components related to Supportive Supervision/Mentoring)
- 10 VIPP Cards
- IYCF Community Worker job aids
- Supportive supervisory/mentoring and monitoring tools
- 9 case studies

Advance preparation:

- Prepare the cards for Activities 1 and 2 of Learning Objective 1 in advance of the session. See Appendices 1 and 2.

- Three Facilitators practice modeling a short demonstration where a mentor/supervisor observes a counselling session (with 1 or 2 ‘mistakes’ or ‘omissions’ made by counsellor), using a checklist; supervisor also models ‘providing feedback’
- On a separate paper, list the section ‘Read to mothers/fathers/caregivers’ from the 9 Case Studies

Duration: 6½ hours

Learning Objective 1: Define supportive supervision/mentoring and terms related to programme monitoring; and define components of supportive supervision: who, why, when, where, what, how, and what for

Methodology: Group Work; Interactive Presentation; Brainstorming

Suggested Time: 1 hour

Instructions for Activity 1: Definitions related to Programme Monitoring – ½ hour

1. Divide Participants into groups. Distribute to each group the ‘Programme Monitoring Matching Game’, with 9 terms and 13 definitions. Each term may be matched with one or more definitions (Appendix 2: ‘Programme Monitoring Matching Game’ - Definitions related to Programme Monitoring)
2. Ask one group to report on the definitions they matched with the first term; do other groups agree or disagree? Continue until all groups agree on the definitions matched with each term.
3. Ask Participants to define supportive supervision/mentoring
4. Discuss and summarize.

.....
Instructions for Activity 2: Components related to Supportive Supervision/Mentoring – ½ hour

1. Share definition of supportive supervision/mentoring and compare with traditional supervision
2. Request 7 Participants to come to the front of the room; give each one a card with one of the following words: WHO, WHY, WHEN, WHERE, WHAT, HOW, WHAT FOR (Appendix 1: Components related to Supportive Supervision/Mentoring)
3. Divide the rest of the Participants into 7 groups. Distribute one of each of the cards that describes each of the components of supportive supervision/mentoring:
 - 1) Who can provide it
 - 2) Why conduct it (objectives)
 - 3) When to conduct it
 - 4) Where to conduct it
 - 5) What to look for when conducting it
 - 6) How to conduct it
 - 7) What for: Decision-Making
4. Ask each group to match its card with one of the 7 components (WHO, WHY, WHEN, WHERE, WHAT, HOW, WHAT FOR) and describe why they have matched that content to the specific component.
5. Ask other groups for feedback or additional input.
6. Discuss and summarize.

Key Information:

Supportive Supervision/Mentoring in Community IYCF Programmes

Activity 1: Definitions related to Supportive Supervision/Mentoring of Community Workers (CWs)

Definitions:

- a. Supportive Supervision/Mentoring** is a collaborative effort between the mentor/supervisor and community worker to help the CW improve his/her performance and confidence. Together the CW and mentor/supervisor define objectives. The mentor/supervisor observes the CW's work with mothers/caregivers, and provides constructive feedback. The mentor/supervisor and CW together discuss and problem-solve to identify areas of strength and address any difficulties the CW experiences. The CW should feel motivated by the process and encouraged to continue improving his/her skills.
- b. Traditional Supervision:**
- Traditional supervision differs from supportive supervision/mentoring. Traditional supervision may involve more aspects of inspection and control, with a focus on ensuring that the CW adheres to policies and procedures.

What is Monitoring?

- Occurs throughout project cycle on a regular basis
- Systematic collection, review and use of data to provide management/stakeholders and staff with information on progress in program implementation, coverage and quality
- Periodic and on-going collection, review and use of information on program implementation, coverage and quality
- Provides data for determining whether essential IYCF support activities were implemented, and whether they were carried out to a defined standard of performance
- Helps track progress toward defined targets for coverage

Why Monitor?

- Improve program planning and adjust programme strategies
- Improve program performance
- Improve program management
- Track progress in achieving outcomes

Characteristics of Monitoring

- Occurs throughout project on a regular basis
- Requires periodic oversight of activity implementation
- Provides information on the extent to which intervention activities are occurring as planned: what services are provided, to whom, when, how often, for how long and in what context?
- Determines whether activities are being performed correctly (quality)
- Provides early indication of progress, or a lack of progress
- Can be tasked to any staff, not a specific evaluation staff person
- Informs a project about strengths and weaknesses: do we refine our strategy?

Is Monitoring the same as Supervision?

- We monitor an intervention
- We supervise an individual

What is an Indicator?

A **variable** that **measures**:

- **One aspect** of a program
- A **measure** of whether you are heading in the right direction
- A **measure** of what your program has achieved
- A **measure** of the behavior you're monitoring
- Criteria include "specific, achievable and relevant"
- Can be used to describe the existing situation, measure changes or trends over time and track progress toward desired results

An appropriate set of indicators will include at least one for each significant element of the program

Characteristics of Indicators

- Quantitatively or qualitatively **measurable**
- **Relevant** to the goals they represent
- Objectively **verifiable & reliable**
- Meet international professional **standards**
- **Understandable & appreciated** by project participants and other stakeholders
- Clarity on the appropriate **levels**: e.g., specific country-wide, to a district, supervision area, or clinic-specific

Target:

The statement of an objective

- that is time-limited
- can be measured

Targets are often set at baseline and tracked over the life of the project. Incremental progress toward achieving the overall target can be monitored monthly.

Selection of Indicators, Setting Targets, Reporting and Using Data for Decision-Making

A small set of clearly defined indicators can help to keep community IYCF support programming focused on essential activities and will provide data for assessing the progress on implementation of programme activities (training, implementation of IYCF support activities and supportive supervision/mentoring), as well as the achievement of coverage and quality of services delivered. Providing 'data for decision-making' will inform the need for action, including adjustment in programme strategies. Further information on indicator definition is provided in Appendix 10: Examples of Indicators for Routine IYCF Programme Monitoring and in Appendix 13: Implementation of activities (how much did we do?).

Setting Targets

Before setting targets, it will be necessary to ensure that information on the size of the target population and service providers is updated. A sample tool to help structure this activity is included in Appendix 5: Data for IYCF Programme Planning (e.g., target number of trainings, target number of CWs, etc.).

Data showing the size of the target population and progress toward target numbers can be displayed on the wall of a site where CWs, supervisors and project managers can easily monitor their progress toward achievement of targets. Examples of a map and monitoring chart for tracking progress toward IYCF counselling targets are provided in Appendix 6: Examples of How to Visually Display Routine Programme Monitoring Data. Either could be transferred onto flipchart paper for display and periodic updating on a wall.

Activity 2: Components of Supportive Supervision/Mentoring:

1) WHO

- Trainers and Supervisors/Mentors of CWs who have completed Community IYCF Counselling training
- A peer, for mutual support

2) WHY

- Motivate and support CWs to build their knowledge, skills and confidence.
- Facilitate improved quality of IYCF support activities by:
 - Defining and setting expectations (collaboratively)
 - Monitoring activity level, coverage and quality
 - Identifying and resolving problems
 - Facilitating follow-up or refresher training

3) WHEN

- Set a regular schedule for Supportive Supervision/Mentoring and Monitoring visits
- Define a regular reporting schedule to obtain information on:
 - Activities (See Appendix 3: Skills for the Different IYCF Support Activities) and coverage
 - Observation data on quality from Supportive Supervision/Mentoring
- Feedback from caregivers

4) WHERE

- At CW's work site:
 - Counselling sessions
 - Action-oriented Groups
 - IYCF Support Groups
- During home visits

5) WHAT

- Competencies in the following skills:
 - Communications skills: *Listening and Learning* and *Building Confidence and Giving Support* skills
 - IYCF 3-Step Counselling: Assess, Analyze, Act
 - Conducting Action-oriented Groups
 - Facilitating IYCF Support Groups
- Competencies in the following knowledge:
 - Why IYCF practices matter
 - Recommended feeding practices
 - Attachment and positioning
 - Breast milk expression
 - Common breastfeeding difficulties: identifying and resolving them
 - Women's nutrition
 - Feeding the sick child
 - Infant feeding in the context of HIV
 - Main issues: infant feeding in emergencies
 - Signs that require referral

6) HOW

- Use observation checklists during Supportive Supervision/Mentoring and Monitoring
- Work toward high performance of CWs over time

Note: In many programmes, Supervisors/Mentors will also obtain information on CW activity levels and the coverage of the target population that has been achieved.

7) WHAT FOR? Decision-Making

- Implementation of activities
- Coverage of the target population
- Quality of CW performance

Learning Objective 2: Review Job Aids for IYCF Community Workers: IYCF Counselling, Action-oriented Group and IYCF Support Group facilitation; registers and activity logs

Methodology: Brainstorming; Interactive presentation

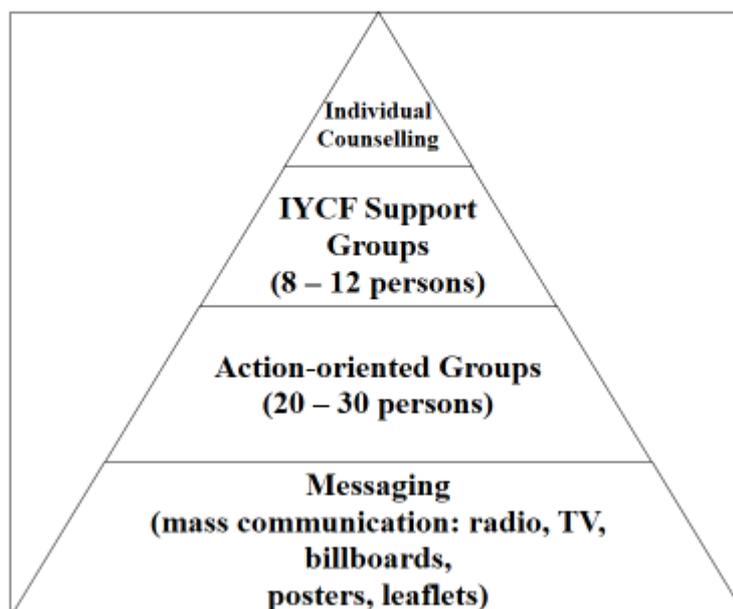
Suggested Time: ½ hour

Instructions for Activity:

1. Draw on flipchart a possible mix of IYCF activities (see pyramid below)
2. For each of the first 4 activities on the pyramid the IYCF Community Worker has a Job Aid to help implementing the activity.
3. On 5 cards write Job Aids 1, 2, 3, 3a and 4 (for CHWs) and post on the left side of the first 4 boxes of the pyramid
4. Review together Appendix 3: Skills for the Different IYCF Support Activities; Appendix 4: Chart of Job Aids for Community Worker and Tools Supervisor; and Appendix 5: List of Job Aids for Community Workers and Tools for Supervisors/Mentors
5. From Appendix 6: Job Aids for Community Workers, distribute and review together:
 - *IYCF Community Worker Job Aid 1:* IYCF Assessment
 - *IYCF Community Worker Job Aid 2:* How to Conduct an Action-oriented Group
 - *IYCF Community Worker Job Aid 3:* How to Conduct an IYCF Support Group and *IYCF Community Worker Job Aid 3a:* Support Group Attendance
 - *IYCF Community Worker Job Aid 4:* Monthly Activity Log
 - Distribute and review together *IYCF Community Worker Job Aid 5:* Example of Register Form for Pregnant Women and Mothers-Children 0 up to 24 months from Zimbabwe
6. Discuss and summarize

Key Information

IYCF Support Activities



5

Tracking records and activity logs for IYCF Community Worker:

- For situations in which a child is not seen consistently by one CW, those CWs will only keep a monthly activity log (*IYCF Community Worker Job Aid 4: Monthly Activity Log – IYCF Support to Pregnant Women and Mothers-Children (0 up to 24 months)*) to track the date and activities performed during the month: where the CW provides counselling to a pregnant woman, the CW will note whether it was a first-time counselling visit with that woman, or a repeat visit. The same will apply to record counselling sessions for children under 24 months of age: note whether this was the first or a later counselling visit. There is also space on the activity log to note the date that the CW facilitated an Action-oriented Group or an IYCF Support Group. The CWs who follow specific mothers will also record their activities in CW Job Aid 4.

Registers for IYCF Community Worker:

- IYCF Community Worker Job Aid 5: Example of Register for Pregnant Women and Mothers-Children (0 up to 24 months)* from Zimbabwe. It is for use in situations where a certain number of mothers are ‘attached’ to a CW and s/he follows them intensively from pregnancy until the child reaches 2 years of age. The register is used to record each counselling contact with the mother over the whole period until the child reaches 2 years.

Learning Objective 3: Review tools for supervisors/mentors: observation checklists for performance of IYCF support activities and routine programme monitoring forms

Methodology: Brainstorming; Interactive presentation

Suggested Time: 1 hour

Instructions for Activity:

1. Ask Participants:
 - a. What is an observation checklist?
 - b. What are the characteristics of a checklist?
 - c. What types of IYCF observation checklists can we use?
 - d. What results or decisions can be made from use of checklists?
 - e. What monitoring and reporting tools can supervisors/mentors use?
2. Introduce function of checklist as a 'Memory/Job Aid' that clearly lays out what is expected of supervisors/mentors
3. On 4 cards write Tools 1, 2, 3, and 4 (for mentor-supervisors) and post on the right side of the first 4 boxes of the pyramid. On another card write Tool 5 and post it on the right side with Tool 4.
4. From Appendix 7: Tools for Mentor-Supervisors, distribute and review together:
 - *Supportive Supervision Tool 1:* Observation Checklist for IYCF Counselling
 - *Supportive Supervision Tool 2:* Observation Checklist for Action-oriented Group Facilitation
 - *Supportive Supervision Tool 3:* Observation Checklist for IYCF Support Group Facilitation
 - *Supportive Supervision Tool 4:* Mentor/Supervisor Record for Tracking Individual Community Worker Progress
 - *Supportive Supervision Tool 5:* Mentor/Supervisor Monthly Activity Log
5. Discuss and summarize

Key Information:

Observation Checklists

- a. An **observation checklist** is a tool that can be used to encourage, monitor and improve the quality of work carried out by workers at any level. Checklists are linked to rapid improvements in the quality of work on key tasks when they are intentionally used to promote improvement rather than simply monitor activities. The supportive supervisory checklists in this session are based on the Job Aids used by community workers as they learn to carry out individual counselling, and to facilitate Action-oriented Groups and IYCF Support Groups.
- b. **Characteristics of checklists:**
 - Simple and easy to use
 - Give both community workers/counsellors and supervisors/mentors clear objectives
 - Help supervisors/mentors understand what they are to do and how to do it
 - Can also be used by community workers as self-assessment instruments

Types of Checklists (modified depending on local situation):

- Checklists: Individual IYCF Counselling; Action-oriented Groups; IYCF Support Group
 - Facilitate a systematic review of the key competencies
 - Help supervisors/mentors provide focused and **constructive** feedback
 - Support *two-way* discussions between the community worker and mentor/supervisor
 - Identify skills to be developed (through ‘assignments’) between visits
 - Follow up by on-site or on-the-job refresher training (for individual or groups of community workers/counsellors identified as needing additional work on particular issues)

c. What decisions can be made from use of checklists?

- Help identify items areas where training has worked well and knowledge and skills are well understood
- Call attention to areas of weakness where work is needed with an individual community worker
- Help identify areas of widespread weakness among several workers, which may indicate the need for refresher training for the group (or possibly, revision to the initial training approach or discussion and clarification of procedures and policies)
- Introduce concept that improvement is a continuous process from which ALL can benefit
- Link use of competencies to modification and further development of quality checklists

Note: As an individual (and/or group) achieves ‘competency’, move on to assess other competencies. Once a community worker (and/or group) is deemed ‘competent’ in all, use checklists on a yearly or semi-annual basis to ensure competencies and high performance are maintained. For community workers (and/or group) who consistently fail to achieve acceptable behavior (after X number of months), consider retraining or replacing them.

d. Monitoring and reporting tools for supervisors/mentors

- Key information from supportive supervision/mentoring may be captured by the Mentor/Supervisor and fed into the data collected for monitoring and reporting (for example, the Mentor/Supervisor may report on the number of community workers that receive a supportive supervisory visit in a period of time, and may report summary data on the quality of their work).
- In some systems, in addition to mentoring community workers, Mentors/Supervisors will also be responsible for collecting information from the community workers, collating it and reporting on the progress of the programme in terms of activities that are implemented and the coverage of the population achieved. Template for collating data reporting forms will be discussed in LO 6.

Learning Objective 4: Help mentors/supervisors develop the necessary skills: interpersonal communication, facilitation, analysis, and problem-solving

Methodology: Demonstration

Suggested Time: 45 minutes

Instructions for Activity 1:

1. Brainstorm the process of making a mentoring visit
2. List the steps on flipchart

3. Compare list with first page of Appendix 7: Tools for Mentors/Supervisors - Instructions for conducting a mentoring visit

.....

Instructions for Activity 2:

Note: 3 Facilitators need to prepare this demonstration in advance (Facilitator-Mother, Facilitator-Counsellor and Facilitator-Mentor/Supervisor) to model supportive supervision/mentoring using a checklist and providing feedback.

1. Ask Participants to follow along and complete *Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling*
2. Facilitator-Mentor/supervisor models observation of 3-Step counselling between a Facilitator-Mother (Tamina) with 7-month daughter Miriam and Facilitator-Counsellor, using *Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling*
 - Introduce yourself to the mother and explain briefly why you are there
 - Ask the mother's permission to observe, and explain that you will not record her name, and that all her information will remain confidential
 - During the counselling session, make notes on the Observation Checklist for use during the feedback to the Counsellor and Participants

Facilitator-Mother/Tamina uses the following information in her responses:

- breastfeeds whenever Miriam cries
 - feels she does not produce enough milk
 - gives Miriam some watery porridge 2 times a day (porridge is made from corn meal)
 - does not give any other milks or drinks to Miriam
3. Facilitator-Counsellor conducts 3-Step IYCF Counselling using *IYCF Community Worker Job Aid 1: IYCF Assessment*
 4. Facilitator-Mentor/Supervisor models discussion of her/his observations of the counselling session, using *Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling* and modeling 'providing feedback' to the Facilitator-Counsellor.
 5. Discuss supportive supervision/mentoring process and checklist results with Participants. Are there differences between the way Participants and Facilitator-Supervisor have marked their checklists?
 6. Discuss providing feedback and making the point that the objective is to be constructive and supportive; focus on 'what's right'; use expression 'how about' with constructive comments
 7. Facilitator recognizes all inputs, and/or fills-in gaps.
 8. Discuss and summarize

Note: Depending on in-country IYCF programme design, Facilitator-Mentor/Supervisor can also model observation of an Action-oriented Group or an IYCF Support Group between a Facilitator-Counsellor and a group of mothers/fathers/ caregivers, using *Supportive Supervision Tool 2: Observation Checklist for Action-oriented Groups Facilitation* or *Supportive Supervision Tool 3: Observation Checklist for IYCF Support Groups*

Key Information

Activity 1: Process of conducting a mentoring visit

1. Schedule a time for your visit with the Community Worker in advance.
2. Review the CW's records and activities conducted since your last mentoring visit.
3. Ask how the CW feels about his/her work: what is going well; is s/he experiencing any difficulties? How did the worker do with any changes s/he has worked on since the last mentoring visit? Praise what is going well.
4. Observe an IYCF support activity (individual counselling, Action-oriented Group or Support Group) session. Ask the CW to introduce you to the mother/caregiver and explain briefly why you are there. You should then ask mother's/caregiver's permission to observe, and explain that you will record no names and that all personal information will remain confidential.
5. Sit so that you can observe the CW and mother, but not distract either.
6. As the Community Worker talks with the mother, make notes on the Observation Checklist so that you can provide feedback to the CW once the session has ended and the mother departed. (You will not have to complete the checklist nor submit it to anyone; rather, it is for your guidance in observing and mentoring the CW).
7. In any one counselling session, there will not be an opportunity for the counsellor to use all of the skills listed in the checklist; therefore, make brief notes to help you remember those skills which were used, and as importantly -- those which were not used when there was an appropriate opportunity.
8. To help you locate the appropriate information for IYCF Counselling, the counselling checklist, for example, is divided into 3 parts: i) skills related to the 3-Step Counselling process; ii) skills related to the appropriate handling of content and materials related to breastfeeding, complementary feeding; and iii) skills related to communication. A Counsellor's total score for a counselling session can range from 0-6 points.
9. If a counsellor passes along mis-information or fails to correct mis-information provided by a group member, find a way to present the correct information to the mother/caregiver without having the IYCF Counsellor lose credibility in her/his role in the community.
10. At the end of the session (and after the mother has departed), discuss your observations with the CW, and together decide on a [change – small, do-able action – etc.] the CW can work to improve before the next mentoring visit).
11. Following the supportive supervision/mentoring session, transfer key information for your ongoing work with the CW onto the *Supportive Supervision Tool 4: Supervisor's Record for Tracking Individual Community Worker Progress*, and record the date of your supervision activity in *Supportive Supervision Tool 5: Monthly Activity Log*. You will compile this information with other data into *Supportive Supervision Tool 6: Monthly/ (Quarterly/Period) Summary Report: Supervisor's & Community Workers' Activity Data*, which will be submitted (monthly) to the District Office (other).
12. Gather monitoring data. A mentoring visit may be an opportunity for the Supervisor to talk with mothers about their experiences around infant and young child feeding, and to periodically collect data from a small number of mothers to help track progress toward results.

NOTE that it will be necessary for every programme to adapt these or similar forms to ensure a smooth fit with District (or other) monitoring systems.

Activity 2: Demonstration of a mentoring visit

- Following *Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling*, the Facilitator-Mentor/Supervisor models 'providing feedback' with the Facilitator-Counsellor, asking Participants to [keep track of their own observations and questions, so that they can be discussed

with the Facilitation Team at the end of the discussion between the Facilitator-Mentor/Supervisor and the Facilitator-Counsellor].

- The feedback should follow the order of *Supportive Supervision Tool 1*, and the Facilitator-Mentor/Supervisor should note under the sections *Breastfeeding Skills*, *Complementary Feeding*, *Woman's Nutrition* and *Infant Feeding in the Context of HIV* any issues that are 'not applicable' (NA).

Learning Objective 5: Practise supportive supervision/mentoring (using observation checklists, providing feedback, and making decisions for quality improvement throughout the system)

Methodology: Practise

Suggested Time: 1½ hours

Instructions for Activity:

1. Break into groups of 3, with one Participant acting as a mother/caregiver, another as the IYCF counsellor, and 1 Participant acting as 'mentor/supervisor'.
2. Distribute to "supervisors" *Supportive Supervisory Tool 1: Observation Checklist for IYCF Counselling*.
3. Distribute a set of *Counselling Cards*, *Key Messages Booklet* and 3 *Take-home Brochures* to each group of 3.
4. Practise Case Study 1: Ask the 'mothers/fathers/caregivers' of the working groups to gather together. (Choose a Case Study from the 6 different Case Studies listed below)
5. Read a case study to the 'mothers/fathers/caregivers' ONLY, and ask them to return to their working groups. Note: The 'mothers/fathers/caregivers' need to be sure that they give all the information included in their 'Case study'.
6. EMPHASIZE to Participants the need to stick to the (minimal) information in the case studies and not embellish.
7. The IYCF Counsellor of each working group (of three) asks the 'mother/father/caregiver' about their situation, and practises the 'assess, analyze and act' steps with *listening and learning skills* and *building confidence and giving support skills*.
8. In each working group, the 'supervisor's task is to record the skills the Counsellor used on *Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling*
9. When counselling session is completed, mentor/supervisor should share their checklist and give feedback. Mother/caregiver and IYCF counselor will also give feedback to mentor/supervisor.
10. After Case Study ask groups of 3 to demonstrate/discuss the following issues with the large group:
 - a. What the Supervisor should say to the Community Worker when making a supportive supervisory visit (when Mentor/Supervisor is observing a counselling session and using a checklist)?
 - b. What should be said to the Mother/Caregiver?
 - c. What comments should the Mentor/Supervisor make during the observation?

- d. Where should the Mentor/Supervisor discuss each of the points in the checklist with the Counsellor?
- e. Describe the manner in which the Mentor/Supervisor should speak to the Counsellor:
 - At end of session, ask Counsellor to summarize what s/he is doing well, and then what s/he can do to improve further.
 - Mentor/Supervisor should go over the relevant points in the checklist with the Counsellor focusing on encouraging the Community Worker/Counsellor where s/he is already doing a good job, and help Community Worker/Counsellor see where s/he needs to improve.
 - Make the point: small changes in often-repeated tasks can cause large changes in impact.
 - Set appointment for next visit.
11. Facilitator recognizes all of the inputs, and/or fills-in gaps.
12. Discuss and summarize.
13. The Participants in working groups switch roles and the above steps (4 to 11) are repeated using Case Studies 2 and 3.

Key Information

Practise Case Studies 0 up to 6 months

Case Study #1:

You visit a new mother, Adila, who has a newborn low birth weight son. She is breastfeeding and her mother-in-law insists that she give water to her grandson.

Case Study #2:

Farida's baby is 4 months old and Farida thinks she does not have enough milk. Farida has been exclusively breastfeeding but is ready to start complementary foods because she doesn't think her milk is satisfying her baby. Farida and her sister are seeking your advice on what they should give to their baby.

Case Study #3:

Dafina has a 3 weeks old son. She is breastfeeding exclusively and continually but her baby is not gaining weight. He has not been sick and appears alert.

Practise Case Studies 6 up to 24 months

Case Study #1

You visit Meera whose baby is 6½ months old. Meera tells you that her baby is too young for foods because the baby's stomach is too small and that she will just continue to breastfeed him until he is older. Meera's baby has been very healthy. Her husband and mother-in-law agree with her.

Case Study #2

Savita has a 9 month old daughter who is eating some watery porridge once a day. Savita tells you that she cannot buy other foods. Savita is still breastfeeding. Her baby had diarrhoea last week.

Case Study #3

Aida's baby is 12 months old and mother gives bites of adult food at meal time only. Aida is still breastfeeding and her baby is very healthy.

Learning Objective 6: Compile and present data in a report that tracks the status and progress of the IYCF programme: proportion of planned activities implemented, coverage of target population, and quality of IYCF support activities

Methodology: Practise

Suggested Time: 1 hour

Instructions for Activity:

1. Divide Participants into 4 groups.
2. Distribute to each group Appendix 8: Completed Tools for Compilation by Supervisors/Mentors
 - 4 completed copies: *IYCF Community Worker Job Aid 4: Community Worker's Monthly Activity Log: IYCF Support to Pregnant Women and Mothers-Children (0 up to 24 months)*.
 - 2 completed copies: *Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling*
 - 1 completed copy: *Supportive Supervision Tool 2: Observation Checklist for Action-oriented Groups Facilitation*
 - 1 completed copy: *Supportive Supervision Tool 3: Observation Checklist for IYCF Support Groups*
 - 1 copy: *Supportive Supervision Tool 6: Monthly/(Quarterly/Period) Summary Report: Supervisor's and Community Workers Activity Data*
3. Ask each Group:
 - To compile data and enter data into *Supportive Supervision Tool 6: Monthly (Quarterly/Period) Summary Report: Supervisor's and Community Workers Activity Data*
 - Ask groups to share the data they've compiled and check with Appendix 9: Compilation Answer Sheet
4. Discussion and Summary
5. Examine together
 - Appendix 10: Examples of Indicators for Routine IYCF Programme Monitoring
 - Appendix 11: Data for IYCF Programme Planning
 - Appendix 12: Three examples of How to Visually Display Routine Programme Monitoring Data
6. Discussion and Summary

Learning Objective 7: Develop an Action Plan to help institutionalize supportive supervision/mentoring and monitoring in Community IYCF programmes

Methodology: Group work

Suggested Time: 45 minutes

Instructions for Activity:

1. Review together Mentor-Supervisor Training Tools:
 - *Supportive Supervision Tool 7: Spatial/Geographic Coverage* – Communities with Community Workers trained in IYCF
 - *Supportive Supervision Tool 8: Training Register*
 - *Supportive Supervision Tool 9: Training Report*
2. Ask Participants to meet together by country, region or district, and review and discuss Components of Supportive Supervision/Mentoring and Monitoring Plan for Community IYCF Programme.
3. Distribute Appendix 13: Implementation of activities (how much did we do?) and Action Plan Template: Appendix 14, and ask groups to design a 1 year Action Plan, and Appendix 14: Implementation of activities (how much did we do?)
4. Ask groups by country, region or district to present their Action Plans
5. Ask other Participants for input and feedback
6. Collect copies of various Action Plans (Task Participants to submit a written copy of their Action Plans)
7. Share Action Plans with organizing entities and MOH
8. Distribute Appendix 15: Feedback on the materials and activities associated with Learning Objectives from Supportive Supervision/Mentoring and Monitoring, and ask Participants to complete
9. Collect Feedback forms

Key Information

Components of Supportive Supervision/Mentoring and Monitoring Plan for Community IYCF Programme

- Integrate supervision/mentoring and monitoring into existing management systems (rather than introduce as isolated or parallel system)

Mentor/Supervisor is responsible for:

- Overseeing development of job descriptions, workplans, and schedules of identified staff
- Acquiring Resources/Materials: budgets, including resources for transport, educational materials
 - Other supportive supervisory responsibilities: assign supervisors-supervisees
 - Develop agreed targets for regularly scheduled supportive supervisory visits and group/peer sessions
 - Develop supportive supervisory visit reporting forms: part of monthly information reporting
 - Build in as a component: gathering direct feedback from caregivers or community (e.g., from home visits made by supervisors)

- Provide periodic but scheduled group feedback and review at different levels (including workers and facilities): on their activities, the data they collect, their performance
- Compile regular reports to summarize the performance and progress of the community IYCF programme in terms of programme activities, coverage of the population and quality of IYCF support activities
- Conduct refresher training
- Plan rapid or small sample surveys (e.g., LQAS) periodically – probably no more frequently than once a year. Surveys can be carried out at different sites to answer different questions: at health facilities – e.g., to assess the percentage of facilities with trained workers or supervisors/mentors; from exit interviews with caregivers – e.g., whether counselling was received, recommendations provided, caregiver understanding and knowledge, satisfaction with the interaction; during household surveys – e.g., has the caregiver received counselling from a community worker during the past X months, participated in an Action-oriented Group or an IYCF Support Group during the past month, heard a message on the radio. Such surveys can provide additional information to help with adjusting programme strategies, and is useful to triangulate information from routine programme monitoring. Small sample surveys can also be used to obtain information on progress in impacting IYCF practices (e.g., changes in exclusive breastfeeding or minimum adequate diet/MAD), and can be useful for distinguishing areas where more or less progress is being made.

Appendix 1: ‘Programme Monitoring Matching Game’ - Definitions related to Programme Monitoring

TERMS

DEFINITIONS

| | |
|------------------------|---|
| Monitoring | Systematic and regular collection, review and use of data to provide management/stakeholders and staff with information on progress in program implementation, coverage and quality |
| Endline survey | Provides project with information about the target population at the end of project intervention |
| Supportive supervision | Mentoring by trained supervisor or peer to motivate and support community workers to build their knowledge, skills and confidence to provide good quality support to mothers/caregivers in IYCF |
| Indicator | A variable that measures one aspect of a programme |
| | Criteria include “specific, achievable, relevant, and time-bound” |

| | |
|-----------------------|--|
| Baseline survey | Provides project with information about the target population at the beginning of project intervention |
| Evaluation | Episodic assessment of the change in results |
| | Attempts to link a particular output or outcome directly to an intervention |
| IYCF Register | Used to record each counselling assessment with a mother until her child reaches 2 years |
| Target | An objective that is measurable and time-bound |
| | Progress toward achievement is incremental |
| Observation Checklist | Tool to help supervisors/mentors understand what to do and how to do it |
| | Can be used by community workers as a self- or peer-assessment instrument |

Appendix 2: Components related to Supportive Supervision/Mentoring

| | |
|---------------------|--|
| <p>WHO</p> | <ul style="list-style-type: none"> • Trainers and Supervisors/Mentors of CWs who have completed Community IYCF Counselling training • A peer, for mutual support |
| <p>WHY</p> | <ul style="list-style-type: none"> • Motivate and support CWs to build their knowledge, skills and confidence • Facilitate improved <u>quality</u> of IYCF support activities by: <ul style="list-style-type: none"> ▪ Defining and setting expectations ▪ Monitor <u>activity level</u>, <u>coverage</u> and <u>quality</u> ▪ Identify and resolve problems • Facilitate follow-up and refresher trainings |
| <p>WHEN</p> | <ul style="list-style-type: none"> • Set regular schedule for Supportive Supervision/Mentoring and Monitoring visits • Define a reporting schedule, including information on: <ul style="list-style-type: none"> ▪ <u>Activities</u> and <u>coverage</u> ▪ Observation data on <u>quality</u> from Supportive Supervision/Mentoring ▪ Feedback from caregivers |
| <p>WHERE</p> | <ul style="list-style-type: none"> • At CW's worksite: <ul style="list-style-type: none"> ▪ Counselling sessions ▪ Action-oriented Groups ▪ IYCF Support Groups • During home visits |

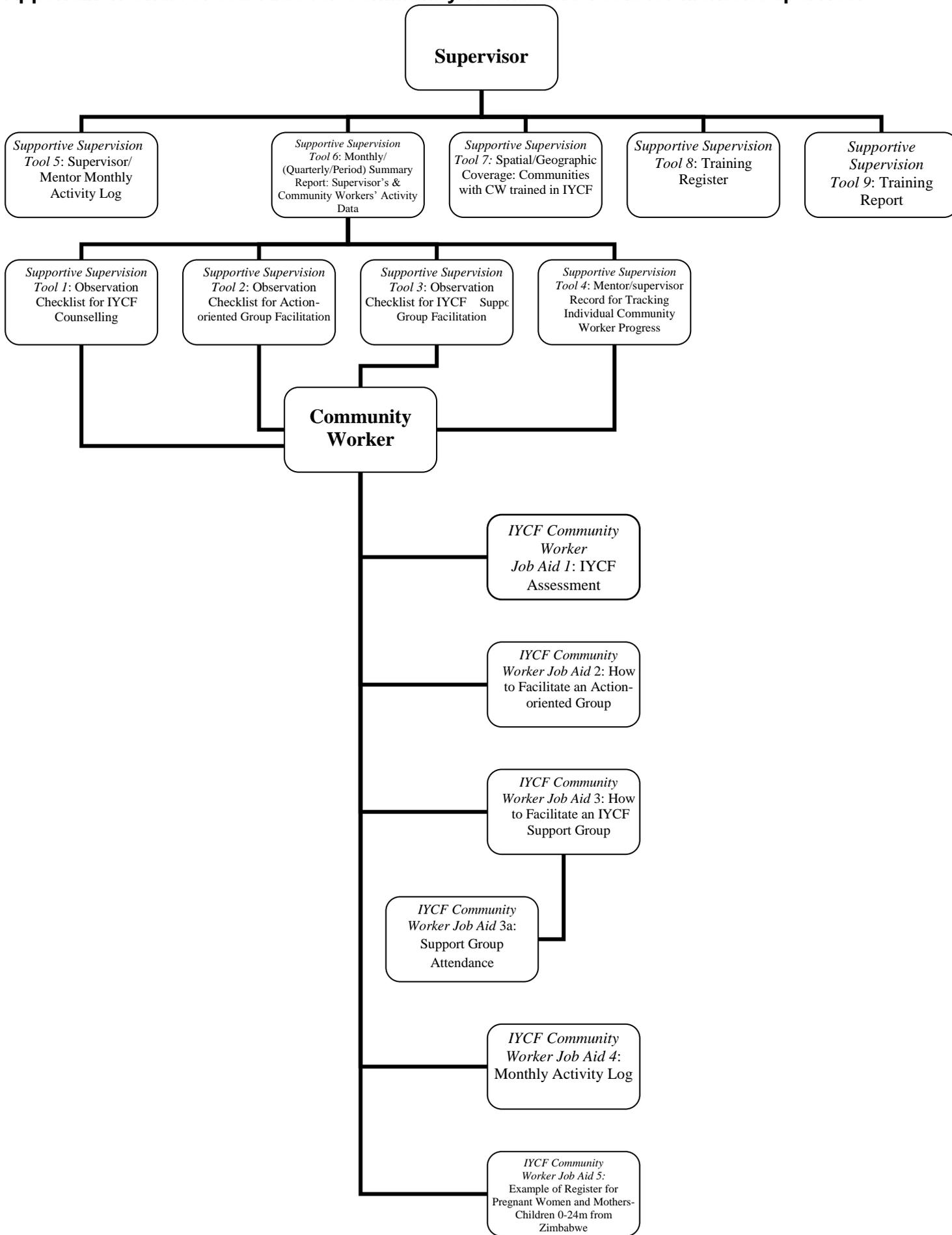
| | |
|-----------------|---|
| | |
| WHAT | <ul style="list-style-type: none"> • Competencies in: <ul style="list-style-type: none"> ▪ <i>Listening and Learning</i>, and <i>Building Confidence and Giving Support</i> skills ▪ IYCF 3-Step Counselling: Assess, Analyze, Act ▪ Action-oriented Group facilitation ▪ IYCF Support Group facilitation • Competencies in the following knowledge: <ul style="list-style-type: none"> ▪ Recommended feeding practices ▪ Attachment & positioning ▪ Breast milk expression ▪ Common breastfeeding difficulties: identifying and resolving them ▪ Women’s nutrition ▪ Feeding the sick child ▪ Infant feeding in the context of HIV ▪ Main issues: infant feeding in emergencies ▪ Signs that require referral |
| HOW | <ul style="list-style-type: none"> • Use Observation Checklists during Supportive Supervision/Mentoring and Monitoring • Work toward higher performance of all CWs over time |
| WHAT FOR | <ul style="list-style-type: none"> • Implementation of <u>Activities</u> • <u>Coverage</u> of target population • <u>Quality</u> of CW performance |

Appendix 3: Skills for the Different IYCF Support Activities

| Skills for Individual Counselling | Skills for Action-oriented Group Facilitation | Skills for IYCF Support Group Facilitation |
|--|--|--|
| Apply Listening and Learning Skills | | |
| Use non-verbal communication (same level, pay attention, remove barriers, take time, appropriate touch) | | |
| Ask questions that allow for detailed information | | |
| Use responses/gestures that show interest | | |
| Listen to concerns | | |
| Reflect back | | |
| Avoid judging words | | |
| Apply Building Confidence and Giving Support Skills | | |
| Accept what mother/father/caregiver thinks and feels | | |
| Praise what is being done correctly | | |
| Give practical help | | |
| Give little, relevant information | | |
| Use simple language | | |
| Use appropriate counselling card(s) | | |
| Make 1 or 2 suggestions, not commands | | |
| Use Assess | Use Observe | Facilitate IYCF Support Group |
| Obtain correct infant age | What happened in the story/drama or visual? | The Facilitator(s) introduce themselves to the group? |
| Ask number of older children | What are the characters doing in the story/drama or visual? | The Facilitator(s) clearly explain the day's theme?* |
| Check on recent child illness | How did the character feel about what he or she was doing? Why did he or she do that? | The Facilitator(s) ask questions that generate participation? |
| Check understanding of child growth curve (if GMP exists in area) | Use Think | The Facilitator(s) motivate the quiet women/men to participate? |
| Breastfeeding (with mother): <ul style="list-style-type: none"> Assess the current breastfeeding status Check for breastfeeding difficulties Observe a breastfeed (if necessary) | Who do you know that does this (recommended behaviour/practice)? | The Facilitator(s) adequately manage content? |
| Complementary feeding: Assess 'other fluid' intake Assess 'other food' intake | How have they been able to do this (recommended behaviour/practice)? | Mothers/fathers/caregivers share their own experiences? |
| Active Feeding: Ask about whether the child receives assistance when eating | What is the advantage of adopting the practice described in the story/drama or visual? | The Participants sit in a circle? |
| Hygiene: Check on hygiene related to feeding | Discuss the key messages of today's topic? | The Facilitator(s) invite women/men to attend the next IYCF support group (place, date and theme)? |
| Complete IYCF assessment before providing any information | | The Facilitator(s) thank the women/men for attending the IYCF support group? |

| Skills for Individual Counselling | Skills for Action-oriented Group Facilitation | Skills for IYCF Support Group Facilitation |
|--|--|--|
| | | |
| Use Analyze | Use Try | The Facilitator(s) ask Participants to talk to a pregnant woman or breastfeeding mother before the next meeting, share what they have learned, and report back? |
| Compare information obtained during assessment to age-appropriate feeding recommendations | If you were the mother (or another character), would you be willing to try the new practice? | Support Group attendance form checked? |
| Identify and prioritize any difficulties: stated by mother or deviation from age-appropriate recommended practices | Would people in this community try this practice in the same situation? Why? | |
| Use Act | Use Act | |
| Praise the mother/father/caregiver for doing recommended practices | What would you do in the same situation? Why? | |
| If difficulty, address the reasons | | |
| Discuss limited amount of information depending on analysis | What difficulties might you experience? | |
| Reach-an-agreement/negotiate | How would you be able to overcome them? | |
| Ask mother/father/ caregiver to repeat 'agreed-upon-action' | To repeat the key messages? | |
| Suggest where to find additional support | Set a time for the next meeting and encourage group participants to come ready to talk about what happened when they tried the new practice or encouraged someone to try it, and how they managed to overcome any obstacles. | Set a time for the next meeting and encourage group participants to come ready to talk about what happened when they tried the new practice or encouraged someone to try it, and how they managed to overcome any obstacles. |
| Agree upon a date/time for a follow-up session | | |
| Refer, as necessary | | |
| Use appropriate materials | Use appropriate materials | |
| Counselling cards and other job-aids according to age and situation of child | | |

Appendix 4: Chart of Job Aids for Community Worker and Tools for Mentor/Supervisor



Appendix 5: List of Tools for Community Workers and Mentors/Supervisors

COMMUNITY WORKER TOOLS

- *IYCF Community Worker Job Aid 1: IYCF Assessment*
- *IYCF Community Worker Job Aid 2: How to Facilitate an Action-oriented Group*
- *IYCF Community Worker Job Aid 3: How to Facilitate an IYCF Support Group*
- *IYCF Community Worker Job Aid 3a: Support Group Attendance*
- *IYCF Community Worker Job Aid 4: Community Worker's Monthly Activity Log: IYCF Support to Pregnant Women and Mothers-Children (0 up to 24 months)*
- *IYCF Community Worker Job Aid 5: Example of Register for Pregnant Women and Mothers-Children (0 up to 24 months) from Zimbabwe*

SUPERVISION TOOLS:

- *Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling*
- *Supportive Supervision Tool 2: Observation Checklist for Action-oriented Groups Facilitation*
- *Supportive Supervision Tool 3: Observation Checklist for IYCF Support Groups*
- *Supportive Supervision Tool 4: Supervisor Record for Tracking Individual Community Worker Progress*
- *Supportive Supervision Tool 5: Supervisor's Monthly Activity Log*

REPORTING FORMS: Supervisor Reports

- *Supportive Supervision Tool 6: Monthly ((Quarterly/ Period) Summary Report: Supervisor's and Community Workers Activity Data*
- *Supportive Supervision Tool 7: Spatial/Geographic Coverage: Communities with CW trained in IYCF*
- *Supportive Supervision Tool 8: Training Register*
- *Supportive Supervision Tool 9: Training Report*

Appendix 6: Job Aids for Community Workers (6)

IYCF Community Worker Job Aid 1: IYCF Assessment¹

| | Name of Mother/ Father/Caregiver | | Name of Child | | Age of child (completed months) | Number of older children |
|--|--|--|-------------------------|--------------------------------------|--|--------------------------------|
| | | | | | | |
| Observation of mother/caregiver | | | | | | |
| Child Illness | Child sick | | Child not sick | | Child recovering | |
| Growth Curve Increasing | Yes | | No | | Levelling off/Static | |
| Tell me about Breastfeeding | Currently breastfeeding | If No: when did BF stop? | Yes | Frequency: times/day & night | How is breastfeeding going (record any difficulties)? | |
| | | | | | | |
| Tell me about any Liquids your child receives | Is your child getting anything else to drink? | What | Frequency: times/day | Amount: how much (Ref. 250 ml) | Bottle Use? Yes/No | |
| | Other milks | | | | | |
| | Other liquids | | | | | |
| Tell me about Complementary Foods | Is your child getting anything else to eat? | What | Frequency: times/day | Amount: how much (Ref. 250 ml) | Texture: how thick/ consistent | |
| | Animal: meat/fish/ offal/bird/eggs/dairy (milk) products | | | | | |
| | Legumes (beans, other local examples) | | | | | |
| | Vegetables/Fruits (local examples) | | | | | |
| | Staple (porridge, other local examples) | | | | | |
| Other challenges (note REASONS underlying challenges) | | | | | | |
| Mother/caregiver assists child | Who assists the child when eating? | Own plate? | | | | |
| Hygiene | Feeds baby using a clean cup and spoon | Washes hands with clean, safe water and soap before preparing food, before eating, and before feeding young children | | | Washes child's hands with clean, safe water and soap before he or she eats | |

¹ Participant Materials 9.2: IYCF Assessment

IYCF Community Worker Job Aid 2: How to Facilitate an Action-oriented Group²

INTRODUCE YOURSELF (AND CO-FACILITATOR)

INTRODUCE TODAY'S TOPIC FOR DISCUSSION by:

- Telling a story
- Conducting a mini-drama or role-play
- Using a visual

OTTA

- After the story, drama or visual, ask the group participants what they **OBSERVED**
 - What happened in the story/drama or visual?
 - What are the characters doing in the story/drama or visual?
 - How did the character feel about what he or she was doing? Why did he or she do that?
- Ask the group participants what they **THINK**:
 - Who do you know who does this (the behaviour/practice)?
 - How have they been able to do this (the behaviour/practice)?
 - What is the advantage of adopting the practice described in the story/drama or visual?
- Ask the group participants what they would be willing to **TRY**:
 - If you were the mother (or another character), would you be willing to try the new practice?
 - If people in this community were in the same situation, would they be willing to try this practice? Why? Why not?
- Ask the group participants if they could **ACT** in the same way:
 - What would you do in the same situation? Why?
 - What difficulties might you experience?
 - How would you be able to overcome them?
- Ask the group participants to repeat the key messages.

Reminder: If appropriate, set a time for the next meeting and encourage group participants to come ready to talk about what happened when they tried the new practice or encouraged someone to try it. How did they manage to overcome any obstacles?

² *Participant Materials* 12.1: How to Conduct an Action-oriented Group

IYCF Community Worker Job Aid 3: How to Facilitate an IYCF Support Group³

BEFORE THE SUPPORT GROUP:

- If possible arrange for someone to watch the older children during the Support Group session
- Arrange the seating in a circle so that all participants (maximum 12) can see each other

WELCOME PARTICIPANTS

- Support Group facilitator(s) is part of the circle and sits on same level as participants
- Welcome all participants, including babies and young children, and thank all for coming
- Introduce yourself (and Co-facilitator)
- Ask participants of Support Group to introduce themselves
- Remind participants that everything said is confidential

INTRODUCE TODAY'S TOPIC FOR DISCUSSION

- Use participants' names
- Ask questions that generate participation:
 - Does anyone here know someone who does this?
 - Why do you think s/he does this?
 - Does anyone want to share her or his experience?
 - Does anyone want to share a different experience?
 - What do you think "so and so" would say if you decided to do "such and such"?
 - What advantages does this practice have for the child/mother/family?
 - What difficulties have you experienced in this situation?
 - Were you able to resolve the difficulties? How? Why not?
- Encourage mothers/fathers/caregivers to share their own experiences
- Use *Listening and Learning* and *Building Confidence and Giving Support* skills
- Motivate quiet women/men to participate

MANAGE THE CONTENT

- Share information giving source (MOH, doctors, health personnel)
- Let participants know where they can receive nearest support
- Give advice only when asked
- Summarize ideas during the session
- Keep group focused on theme
- Summarize main points at the end of the session
- Make a note of any questions or issues that require more information; let the group know you will seek this information from an expert

³ *Participant Materials 12.4: How to Conduct an IYCF Support Group*

CLOSING

- Thank the participants for attending the IYCF Support Group
 - Invite women/men to attend the next IYCF Support Group meeting (place, date, time and topic)
 - Ask the group participants to:
 - Talk to a pregnant woman, a breastfeeding mother or father before the next meeting; share what they have learned during the IYCF Support Group, and report back
 - Come to the next meeting prepared to talk about what happened when they tried the new practice or encouraged someone to try it. How did they manage to overcome any obstacles?
-

ROLE OF SUPPORT GROUP FACILITATOR

- Provides an environment of interest and respect
- Listens to each participant
- Looks at each participant while the participant is talking
- Makes sure participants' doubts, concerns and questions are understood by repeating the doubts, concerns and questions
- Shares own experience to move the discussion along, but is brief
- Asks others to participate
- Asks one participant to respond to another's experience, doubt, concern, question
- Make note of kind and number of Participants

IYCF Community Worker Job Aid 3a: Support Group Attendance

Date _____ District _____

Facilitator(s) Name(s) _____



IYCF Community Worker Job Aid 4: Monthly Activity Log for a CW who provides IYCF Support to Pregnant Women and Mothers-Children (0 up to 24 months)⁴

District (facility, supervision area or other identifying information: adapt as appropriate): _____

Name of Community Worker: _____

Month: _____

| Date of Activity | Individual Counselling Pregnant Woman (# of women, mark with a /) | | Individual Counselling Child 0 up to 24 months (# of caregiver-child pairs) | | Action-oriented Group (# of groups conducted) | IYCF Support Group (# of groups facilitated) | Referral (# of referrals) |
|----------------------|--|---|--|---|--|---|------------------------------|
| | Record # of women counselled 1 st time | Record # of women counselled during repeat or follow-up | Record # of women counselled 1 st time | Record # of women counselled during repeat or follow-up | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Total for the month: | | | | | | | |

NOTE below any issues to be discussed with Mentor/Supervisor:

⁴ If there is high mobile phone use and an SMS component to the programme, a column for the mobile number could be added so the counselor can follow up, send communication messages, etc.

IYCF Community Worker Job Aid 5: Example of Register from Zimbabwe: for use by CWs who are assigned to follow a Pregnant Woman and her Child up to 24 months⁵

District (facility, supervision area or other identifying information: adapt as appropriate): _____

Name of Community Worker: _____

| | Date of enrollment by IYCF CW | Name of Mother | Name of Child | Date of birth of child, or Age of child (in months) if date not known* | IYCF Counselling (one ✓ for each time the woman receives IYCF counseling; an alternative option would be to put the date counseling provided) | Date of exit from programme | Comments (e.g. feeding problems, any referrals made, illnesses, reason for exit, etc.) |
|----|--------------------------------------|-----------------------|----------------------|---|--|------------------------------------|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |

*Accurate measurement of age is critical for IYCF counselling, as feeding recommendations are based on the child's age. Supervisors must be trained to understand how to help counsellors determine accurate child age. Ideally, age can be determined from a record of the child's date of birth or a date known by someone in the family. For information on determining a child's age in months, see *Infant and Young Child Feeding Practices, Collecting and Using Data: a Step-by Step Guide, CARE USA, 2010, Table 6.2.1: Converting child's age from days to months*. If age cannot be determined from a record or the mother's report, then it must be estimated. Ideally, a local calendar can be established. For guidance on developing a local calendar, see *FAO: Guidelines for Estimating the Month and Year of Birth of Young Children*.

⁵ This Register form is for use in situations where an IYCF Community Worker registers, provides support for and tracks the progress of a specific mother-child pair from the ante-natal period until the child reaches his/her second birthday.

Appendix 7: Tools for Mentors/Supervisors (9)

Instructions for conducting a mentoring visit

1. Schedule a time for your visit with the Community Worker in advance.
2. Review the CW's records and activities conducted since your last mentoring visit.
3. Ask how the CW feels about his/her work: what is going well; is s/he experiencing any difficulties? How did the worker do with any changes s/he has worked on since the last mentoring visit? Praise what is going well.
4. Observe an IYCF support activity (individual counselling, Action-oriented Group or Support Group) session. Ask the CW to introduce you to the mother/caregiver and explain briefly why you are there. You should then ask mother's/caregiver's permission to observe, and explain that you will record no names and that all personal information will remain confidential.
5. Sit so that you can observe the CW and mother, but not distract either.
6. As the Community Worker talks with the mother, make notes on the Observation Checklist so that you can provide feedback to the CW once the session has ended and the mother departed. (You will not have to complete the checklist nor submit it to anyone; rather, it is for your guidance in observing and mentoring the CW).
7. In any one counselling session, there will not be an opportunity for the counsellor to use all of the skills listed in the checklist; therefore, make brief notes to help you remember those skills which were used, and as importantly -- those which were not used when there was an appropriate opportunity.
8. To help you locate the appropriate information for IYCF Counselling, the counselling checklist, for example, is divided into 3 parts: i) skills related to the 3-Step Counselling process; ii) skills related to the appropriate handling of content and materials related to breastfeeding, complementary feeding; and iii) skills related to communication. A Counsellor's total score for a counselling session can range from 0-6 points.
9. If a counsellor passes along mis-information or fails to correct mis-information provided by a group member, find a way to present the correct information to the mother/caregiver without having the IYCF Counsellor lose credibility in her/his role in the community.
10. At the end of the session (and after the mother has departed), discuss your observations with the CW, and together decide on a [change – small, do-able action – etc.] the CW can work to improve before the next mentoring visit).
11. Following the supportive supervision/mentoring session, transfer key information for your ongoing work with the CW onto the *Supportive Supervision Tool 4: Supervisor's Record for Tracking Individual Community Worker Progress*, and record the date of your supervision activity in *Supportive Supervision Tool 5: Monthly Activity Log*. You will compile this information with other data into *Supportive Supervision Tool 6: Monthly/ (Quarterly/Period) Summary Report: Supervisor's & Community Workers' Activity Data*, which will be submitted (monthly) to the District Office (other).
12. Gather monitoring data. A mentoring visit may be an opportunity for the Supervisor to talk with mothers about their experiences around infant and young child feeding, and to periodically collect data from a small number of mothers to help track progress toward results.

NOTE that it will be necessary for every programme to adapt these or similar forms to ensure a smooth fit with District (or other) monitoring systems.

Keeping Records

Following the supportive supervision/mentoring session, you will transfer key information for your ongoing work with the CW onto the *Supportive Supervision Tool 4: Supervisor's Record for Tracking Individual Community Worker Progress*, and record the date of your supervision activity in *Supportive Supervision Tool 5: Monthly Activity Log*. This information will be compiled with other data into *Supportive Supervision Tool 9: Monthly Summary of IYCF Routine Programme Monitoring Data*,

which will be submitted (monthly) to the District Office (other). NOTE that it will be necessary for every programme to adapt these or similar forms to ensure a smooth fit with District (or other) monitoring systems.

Gather monitoring data. A mentoring visit may be an opportunity for the Supervisor to talk with mothers about their experiences around infant and young child feeding, and to periodically collect data from a small number of mothers to help track progress toward results.

Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling

Name of Community Worker: _____ Position: _____

Community/Location: _____ Name of Mentor/Supervisor: _____

Date of Supportive Supervision: _____

PLACE check (√) under correct box for each activity. Where several activities contribute to the SCORE for each SKILL, the SKILL should be scored as 'Sufficient' only when all activities are checked as either N/A or Sufficient performance.

| Did the Community Worker ... | | | | | RECORD |
|--|-----------------------------|---|--|--|---------------------------|
| SKILL # 1 INFANT AGE | N/A for this visit | Did not obtain informatio n on infant age | Asked about infant age, but did not ask for confirming evidence | Asked about infant age and attempted confirmation from record or maternal report on date of birth | Comments/ Observations |
| Obtain correct infant age | | | | | |
| SCORE: SKILL #1 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #1 |
| IYCF 3-STEP COUNSELLING | | | | | |
| SKILL #2 STEP 1: ASSESS | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Assess Breastfeeding (with mother) | | | | | |
| Assess the current breastfeeding status | | | | | |
| Check for breastfeeding difficulties | | | | | |
| Observe a breastfeed (if necessary) | | | | | |
| Assess use of infant feeding bottle | | | | | |
| Complementary Feeding at appropriate age | | | | | |
| Assess 'other food' and 'other fluid' intake | | | | | |
| Assess AFATVRH | | | | | |
| Complete Assessment before going on to Analyse or Act | | | | | |
| SCORE: SKILL #2 Sufficient = 1 | | | | | SCORE #2 |

| Did the Community Worker ... | | | | | RECORD |
|--|---------------------------------------|-----------------|--------------------------------|-----------------------------------|-----------------------------------|
| Not sufficient = 0 | | | | | |
| SKILL#3 STEP 2: ANALYZE | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Considered deviation from age-appropriate recommended practices | | | | | |
| Considered issues reported by mother | | | | | |
| Correctly prioritized the most important issues for action | | | | | |
| SCORE: SKILL #3 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #3 |
| SKILL #4 STEP 3: ACT | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Praise the mother/father/caregiver for positive practices | | | | | |
| If difficulty, address the reasons | | | | | |
| Discuss limited and relevant information | | | | | |
| Help mother problem-solve, as appropriate | | | | | |
| Encourage mother/caregiver to try new practice | | | | | |
| Agree upon action | | | | | |
| SCORE: SKILL #4 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #4 |
| SKILL #5 APPROPRIATE USE of MATERIALS | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Use of CCs to reinforce good breastfeeding practices: | | | | | |
| Point out characteristics of CF using appropriate CC for age group | | | | | |

| Did the Community Worker ... | | | | | RECORD |
|--|---------------------------|-----------------|----------------------------|-------------------------------|----------------------------------|
| Use of CCs to reinforce good hygiene practices | | | | | |
| Show how to add micronutrient supplements for home fortification | | | | | |
| SCORE: SKILL #5 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #5 |
| SKILL #6 COMMUNICATION SKILLS | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Use Listening and Learning skills | | | | | |
| Use good non-verbal communication | | | | | |
| Ask questions that allow for detailed information | | | | | |
| Use Building Confidence and Giving Support skills | | | | | |
| Accept what mother/father/caregiver thinks and feels | | | | | |
| Give practical help | | | | | |
| SCORE: SKILL #6 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #6 |
| TOTAL SCORE | | | | | __ (of 6 possible points) |

Supportive Supervision Tool 2: Observation Checklist for Action-oriented Group Facilitation

Name of Community Worker: _____ Position: _____

Community/Location: _____ Name of Mentor/Supervisor: _____

Date of visit: _____

| | Did the Community Worker | 1=Satisfactory 0 = Not Satisfactory | Comments |
|--|---|--|----------|
| 1. | SKILL #1: OBSERVE | | |
| | After the story, drama or visual, ask group participants what they OBSERVED : a. What happened in the story/drama or visual? b. What are the characters doing in the story/drama or visual? c. How did the character feel about what he or she was doing? Why did he or she do that? | | |
| SCORE SKILL #1: Use of OBSERVE | | | |
| 2. | SKILL #2: THINK | | |
| | Ask the group participants what they THINK about what they observed: a. Who do you know that does this (recommended behaviour/practice)? b. How have they been able to do this (recommended behaviour/practice)? c. Discuss the key messages of today's topic? d. Discuss: what is the advantage of adopting the practice described in the story/drama or visual? | | |
| SCORE SKILL #2: Use of THINK | | | |
| 3. | SKILL #3: TRY | | |
| | Ask the group participants whether they would be willing to TRY what they observed. Why, why not? a. If you were the mother (or another character), would you be willing to try the new practice? b. Would people in this community try this practice in the same situation? Why? | | |
| SCORE SKILL #3: Use of TRY | | | |
| 4. | SKILL #4: ACT | | |
| | Ask the group participants if they could ACT in the same way. Why, why not? a. What would you do in the same situation? Why? b. What difficulties might you experience? c. How would you be able to overcome them? d. To repeat the key messages? | | |
| SCORE SKILL #4: Use of ACT | | | |
| 5. | SKILL #5: SHARE | | |
| | Ask group participants to come ready to talk about what happened when they tried the new practice and how they managed to overcome any obstacles. Share what they have learned with a pregnant woman or breastfeeding mother. | | |
| SCORE SKILL #5: Use of SHARE | | | |
| TOTAL SCORE: Action-oriented Group Facilitation | | ____ (of 5 possible points) | |

Supportive Supervision Tool 3: Observation Checklist for IYCF Support Group Facilitation

| | | |
|--|--------------------------------------|--|
| Community: | | Place: |
| Date: | Time: | Theme:* |
| Name of IYCF Group Facilitator(s): ----- | | Name of Mentor/Supervisor: ----- |
| SKILL #1: Manage Process | 1=Satisfactory 0=Not Satisfactory | Comments |
| <ul style="list-style-type: none"> Participants sit in circle. Facilitator(s) introduce themselves to the group Facilitator(s) clearly explain the day's theme Facilitator(s) ask questions that generate participation Facilitator(s) motivate the quiet women/men to participate | | |
| SCORE SKILL #1: Skilled Management of Process | | |
| SKILL #2: Use of Counselling Skills | | |
| Did the Facilitator(s) appropriately apply: <ul style="list-style-type: none"> Listening and Learning skills Building Confidence and Giving Support skills | | |
| SCORE SKILL #2: Use of Counselling Skills | | |
| SKILL #3: Facilitate Discussion | | |
| The Facilitator(s): <ul style="list-style-type: none"> encourage mothers/fathers/ caregivers to share their own experiences draw out ways that other participants have solved problems guide discussion | | |
| SCORE SKILL #3: Facilitate Discussion | | |
| SKILL #4: Manage Content & Materials | | |
| The Facilitator(s): <ul style="list-style-type: none"> ensure that 'correct/good' behaviours/beliefs and attitudes are emphasized correct any misinformation, as necessary note any unanswered questions use CC and Training Aids, as appropriate | | |
| SCORE SKILL #4: Manage Content & Materials | | |
| SKILL #5 Motivate Continued Participation | | |
| <ul style="list-style-type: none"> The Facilitator(s) thank the women/men for attending the IYCF support group and invites them to attend the next IYCF support group (place, date and theme) The Facilitator(s) ask Participants to talk to a pregnant woman or breastfeeding mother before the next meeting, share what they have learned, and report back | | |

| | | |
|--|-------------------------------------|--|
| SCORE SKILL #5: Motivate Continued Participation | | |
| SKILL #6: Monitor attendance | | |
| <ul style="list-style-type: none"> The Facilitator(s) complete and submit Support Group attendance form | | |
| SCORE SKILL #6: Complete/Submit Attendance Form | | |
| TOTAL SCORE: IYCF Support Group Facilitation | _____ (of 6 possible points) | |

| |
|---|
| RECORD: Number of participants attending the IYCF support group: _____ |
| Mentor/Supervisor: indicate questions and resolved difficulties: |
| |
| Mentor/Supervisor: provide feedback to Facilitator(s): |
| |

* The day's theme might change if there is a mother/father/caregiver that has a feeding issue she or he feels an urgent need to discuss

Supportive Supervision Tool 4: Supervisor's Record for Tracking Individual Community Worker Progress

Name of Community Worker: _____ Position: _____

Community/Location: _____ Name of Mentor/Supervisor: _____

Year: _____

| | Activities | Record Date of Visit | Y/N | Comments/Agreed upon recommendations |
|---|---|---------------------------|-------------------------|--------------------------------------|
| 1. | CW Activity Log reviewed | Q1 | Yes ____ No ____ | |
| | | Q2 | Yes ____ No ____ | |
| | | Q3 | Yes ____ No ____ | |
| | | Q4 | Yes ____ No ____ | |
| 2. | Follow-up issues identified during last supportive supervisory session | Q1 | Yes ____ No ____ | |
| | | Q2 | Yes ____ No ____ | |
| | | Q3 | Yes ____ No ____ | |
| | | Q4 | Yes ____ No ____ | |
| SKILLS Observed INDIVIDUAL COUNSELLING | | Record Total Score | Positive aspects | Areas for improvement |
| 1. | 3-Step Counselling process • Age • Assess • Analyze • Act (4 points) | Q1 | | |
| | | Q2 | | |
| | | Q3 | | |
| | | Q4 | | |
| 2. | Management of Materials: Breastfeeding and Complementary Feeding (1 point) | Q1 | | |
| | | Q2 | | |
| | | Q3 | | |
| | | Q4 | | |
| 3. | Communication Skills (1 point) | Q1 | | |
| | | Q2 | | |
| | | Q3 | | |
| | | Q4 | | |

| | Activities | Record Date of Visit | Y/N | Comments/Agreed upon recommendations |
|--|-------------------|------------------------------|--|---|
| TOTAL POINTS (Total out of 6 points) | | Q1 | | |
| | | Q2 | | |
| | | Q3 | | |
| | | Q4 | | |
| SKILLS | | Record Score | Positive aspects | Areas for improvement |
| 4. ACTION-ORIENTED GROUP FACILITATION TOTAL POINTS (Total out of 5 points) | | Q1 | | |
| | | Q2 | | |
| | | Q3 | | |
| | | Q4 | | |
| 5. IYCF SUPPORT GROUP FACILITATION TOTAL POINTS (Total out of 6 points) | | Q1 | | |
| | | Q2 | | |
| | | Q3 | | |
| | | Q4 | | |
| | Activities | Yes/No | Prioritized actions Agreed upon recommendations | |
| 6. Prioritized action before next supervisory visit | | Q1 | | |
| | | Q2 | | |
| | | Q3 | | |
| | | Q4 | | |
| | Activities | Date of next SS Visit | Concrete Steps before Next Visit | |
| 7. Date of next supervisory visit | | Q1 | | |
| | | Q2 | | |
| | | Q3 | | |
| | | Q4 | | |

Supportive Supervision Tool 5: Supervisor’s Log: Summary of Monthly Activities

Name of Mentor/Supervisor: _____ Position: _____

Location: _____

Monthly or Quarterly Report: Year: _____

| | Activities | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Total number of visits per year |
|----|--|-----------|-----------|-----------|-----------|---------------------------------|
| 1. | Total number of Community Workers assigned to Supervisor | | | | | |
| 2. | Number of supervision visits scheduled | | | | | |
| 3. | Number of planned supervision visits completed | | | | | |
| 4. | % of planned supervision visits completed | | | | | |
| 5. | Tracking Number of Visits to Individual Community Workers* : Transfer this information from SS Tool 4 for each CW | | | | | |
| a. | CW 1 (Record name) | | | | | |
| b. | CW 2 | | | | | |
| c. | CW 3 | | | | | |
| d. | CW 4 | | | | | |
| e. | CW 5 | | | | | |
| f. | Etc. | | | | | |

*NOTE: Names of ALL Community Workers mentored by Supervisor should be included in this list

Supportive Supervision Tool 6: Monthly/(Quarterly/Period) Summary Report: Supervisor’s and Community Workers Activity Data

Supervision Area: _____

Supervisor Name: _____

Reporting Month: _____

Table for aggregating data from CW monthly (quarterly/period) activity logs

Instructions: record summary data for each CW for the reporting period (monthly/quarterly/other). Information in the row for CW1 should summarize: the number of pregnant women the CW counselled for the first time; the number of pregnant women the CW counselled on a repeat visit; the same information for counselling mother-child under 24 month pairs; the number of Action-oriented Group conducted; the number of IYCF Support Group sessions the CW facilitated during the reporting period [from CW Tool 4: Monthly Activity Log]; and whether the CW received a supervision visit and was observed providing individual counselling (number or yes/no) or facilitating an Action-oriented Group (number or yes/no); or an IYCF Support Group (number or yes/no) [from SS Tools 2 and 3]

| | CW Activity | | | | | Supportive Supervision/Mentoring | | | Referral | |
|---------------|---------------------------------------|--------------|--|--------------|--------------------------------|----------------------------------|--|---|----------|--|
| | Individual Counselling Pregnant woman | | Individual Counselling Child 0 up to 24 months | | Action-oriented Group Sessions | IYCF Support Group Sessions | Supervision: Individual Counselling # or Y/N | Supervision: Action-oriented Group # or Y/N | | Supervision: IYCF Support Group # or Y/N |
| | First visit | Repeat visit | First visit | Repeat visit | | | | | | |
| CW 1 | | | | | | | | | | |
| CW 2 | | | | | | | | | | |
| CW3 | | | | | | | | | | |
| CW4 | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| TOTALs | | | | | | | | | | |

Supportive Supervision Tool 7: Spatial/Geographic Coverage – Communities with Community Workers trained in IYCF

District: _____

Month: _____

| Supervision Area | Community | Number of pregnant women and children <24 months* | Number of CWs per community (target number) <u>required</u> | Number of CWs <u>active</u> per community | Number of active CWs <u>trained</u> in IYCF | Communities with <u>at least 1 IYCF-trained CW</u> (✓) |
|--------------------|-------------|---|---|---|---|--|
| Supervision Area A | Community 1 | | | | | |
| | Community 2 | | | | | |
| | Community 3 | | | | | |
| Supervision Area B | Community 4 | | | | | |
| | Community 5 | | | | | |
| | Community 6 | | | | | |
| | Community 7 | | | | | |
| Supervision Area C | Community 8 | | | | | |
| | Community 9 | | | | | |

*Information on the current size of the target population (pregnant women and children <24 months) is critical to determining the number of CWs required. Use data from *Appendix 5: Data for IYCF Programme Planning* to determine the numbers of pregnant women and children <24 months. State the ratio of target population number per CW to determine the number of CWs required.

Indicators:

% of CWs trained in IYCF Counselling = # of IYCF-trained active CWs / total number of active CWs

% of communities with at least 1 trained IYCF CW = # communities with at least 1 IYCF-trained active CW / total number of communities

Supportive Supervision Tool 8: Training Register

At District level: create a Register that Tracks the CWs Trained in IYCF by Supervision Area
Track:

- target # of CWs trained in IYCF required in District (by Supervision Area)
- # *active* and trained CWs achieved
- % of target # of active and trained CWs achieved

For Monthly Reporting (by Supervision Area):

- target # of CWs trained in IYCF required in Supervision Area: _____
- # of CWs active during reporting period: _____
- # of *active* CWs trained in IYCF: _____
- % of *active* CWs trained in IYCF: _____

Supportive Supervision Tool 9: Training Report

Supervision Area: _____

Date: _____

Name of Trainers: _____

Date of Training: _____

Location of Training: _____

| Name of CWs trained | CW contact details | Village/community where the CW lives |
|----------------------------|---------------------------|---|
| CW 1 | | |
| CW 2 | | |
| CW 3 | | |
| CW 4 | | |
| CW 5 | | |

Appendix 8: Completed Job Aids/Tools for Compilation by Mentors/Supervisors

1. IYCF Community Worker Tool 4: Monthly Activity Log – IYCF Support to Pregnant Women and Mothers-Children (0 up to 24 months)

District (facility, supervision area or other identifying information: adapt as appropriate): Area A

Name of Community Worker: Adila

Month: August, 2013

| Date of Activity | Individual Counselling Pregnant Woman (# of women, mark with a /) | | Individual Counselling Child 0 up to 24 months (# of caregiver-child pairs) | | Action-oriented Group (# of groups conducted) | IYCF Support Group (# of groups facilitated) | Referral (# of referrals) |
|-----------------------------|--|---|--|---|--|---|------------------------------|
| | Record # of women counselled 1 st time | Record # of women counselled during repeat or follow-up session | Record # of women counselled 1 st time | Record # of women counselled during repeat or follow-up session | | | |
| 1 Aug | // | | | | | | |
| 5 Aug | | | / | | | | |
| 8 Aug | | | / | | | | |
| 11 Aug | | | | / | | | |
| 12 Aug | | | | / | | | |
| 14 Aug | | | | // | | | / |
| 19 Aug | | | | | 1 | | |
| 22 Aug | | | / | | | | |
| 25 Aug | | | | | | 1 | |
| 26 Aug | | // | | | | | |
| Total for the month: | 2 | 2 | 3 | 4 | 1 | 1 | 1 |

NOTE below any issues to be discussed with Mentor/Supervisor: check on when to make referrals

2. IYCF Community Worker Tool 4: Monthly Activity Log – IYCF Support to Pregnant Women and Mothers-Children (0 up to 24 months)

District (facility, supervision area or other identifying information: adapt as appropriate): Area B

Name of Community Worker: Farida

Month: August, 2013

| Date of Activity | Individual Counselling Pregnant Woman (# of women, mark with a /) | | Individual Counselling Child 0 up to 24 months (# of caregiver-child pairs) | | Action-oriented Group (# of groups conducted) | IYCF Support Group (# of groups facilitated) | Referral (# of referrals) |
|-----------------------------|--|---|--|---|--|---|------------------------------|
| | Record # of women counselled 1st time | Record # of women counselled during repeat or follow-up session | Record # of women counselled 1st time | Record # of women counselled during repeat or follow-up session | | | |
| 4 Aug | | | | | 1 | | |
| 6 Aug | | / | | | | | |
| 8 Aug | | | | / | | | |
| 13 Aug | | | / | | | | |
| 12 Aug | | | | /// | | | |
| 19 Aug | | | | | 1 | | |
| 21 Aug | | | / | | | | |
| 25 Aug | | / | | / | | | |
| 27 Aug | / | | | | | | |
| Total for the month: | 1 | 2 | 2 | 5 | 2 | 0 | 0 |

NOTE below any issues to be discussed with Mentor/Supervisor:

3. IYCF Community Worker Tool 4: Monthly Activity Log – IYCF Support to Pregnant Women and Mothers-Children (0 up to 24 months)

District (facility, supervision area or other identifying information: adapt as appropriate): Area C

Name of Community Worker: Dafina

Month: August, 2013

| Date of Activity | Individual Counselling Pregnant Woman (# of women, mark with a /) | | Individual Counselling Child 0 up to 24 months (# of caregiver-child pairs) | | Action-oriented Group (# of groups conducted) | IYCF Support Group (# of groups facilitated) | Referral (# of referrals) |
|-----------------------------|--|---|--|---|--|---|------------------------------|
| | Record # of women counselled 1 st time | Record # of women counselled during repeat or follow-up session | Record # of women counselled 1 st time | Record # of women counselled during repeat or follow-up session | | | |
| 4 Aug | | | / | | | | |
| 5 Aug | | | | // | | | |
| 8 Aug | | | | | | / | |
| 12 Aug | | | | // | | | |
| 14 Aug | / | | | | | | |
| 18 Aug | | / | | / | | | |
| 20 Aug | | | / | | | | |
| 22 Aug | | | | /// | | | / |
| 25 Aug | | / | | / | | | |
| 26 Aug | | | / | // | | | |
| 27 Aug | | | | /// | | | |
| Total for the month: | 1 | 2 | 3 | 14 | 0 | 1 | 1 |

NOTE below any issues to be discussed with Mentor/Supervisor: talk about breastfeeding an older child when mother is pregnant

4. IYCF Community Worker Tool 4: Monthly Activity Log – IYCF Support to Pregnant Women and Mothers-Children (0 up to 24 months)

District (facility, supervision area or other identifying information: adapt as appropriate): Area D

Name of Community Worker: Thomas

Month: August, 2013

| Date of Activity | Individual Counselling Pregnant Woman (# of women, mark with a /) | | Individual Counselling Child 0 up to 24 months (# of caregiver-child pairs) | | Action-oriented Group (# of groups conducted) | IYCF Support Group (# of groups facilitated) | Referral (# of referrals) |
|-----------------------------|--|---|--|---|--|---|------------------------------|
| | Record # of women counselled 1 st time | Record # of women counselled during repeat or follow-up session | Record # of women counselled 1 st time | Record # of women counselled during repeat or follow-up session | | | |
| 1 Aug | / | | / | | | | |
| 2 Aug | | | | /// | | | |
| 5 Aug | | / | | // | | | |
| 7 Aug | | | / | / | | | |
| 12 Aug | | | | /// | | | |
| 14 Aug | | | / | // | | | |
| 15 Aug | / | | / | | / | | / |
| 19 Aug | | | | /// | | | |
| 21 Aug | | / | / | | / | | |
| 23 Aug | | | | // | | | |
| 26 Aug | | | | // | | | |
| Total for the month: | 2 | 2 | 5 | 18 | 2 | 0 | 1 |

NOTE below any issues to be discussed with Mentor/Supervisor:

1. Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling

Name of Community Worker: Adila Position:

Community/Location: Area A Name of Mentor/Supervisor: Cecilia

Date of Supportive Supervision: 14 August 2013

PLACE check (√) under correct box for each activity. Where several activities contribute to the SCORE for each SKILL, the SKILL should be scored as 'Sufficient' only when all activities are checked as either N/A or Sufficient performance.

| Did the Community Worker ... | | | | | RECORD |
|--|--------------------|--|---|---|--|
| SKILL # 1 INFANT AGE | N/A for this visit | Did not obtain information on infant age | Asked about infant age, but did not ask for confirming evidence | Asked about infant age and attempted confirmation from record or maternal report on date of birth | Comments/ Observations |
| Obtain correct infant age | | √ | | | |
| SCORE: SKILL #1 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #1 0 |
| IYCF 3-STEP COUNSELLING | | | | | |
| SKILL #2 STEP 1: ASSESS | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Assess Breastfeeding (with mother) | | | | | |
| Assess the current breastfeeding status | | | | √ | |
| Check for breastfeeding difficulties | | | | √ | |
| Observe a breastfeed (if necessary) | | | | √ | |
| Assess use of infant feeding bottle | | √ | | | |
| Complementary Feeding at appropriate age | | | | | |
| Assess 'other food' and 'other fluid' intake | | | | √ | |
| Assess AFATVRH | | | √ | | Forgot to ask about Frequency and Amount |
| Complete Assessment before going on to Analyse or Act | | | √ | | Gave advice before completing assessment |
| SCORE: SKILL #2 Sufficient = 1 | | | | | SCORE #2 |

| Did the Community Worker ... | | | | | RECORD |
|--|---------------------------------------|-----------------|--------------------------------|-----------------------------------|-----------------------------------|
| Not sufficient = 0 | | | | | 0 |
| SKILL#3 STEP 2: ANALYZE | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Considered deviation from age-appropriate recommended practices | | | √ | | |
| Considered issues reported by mother | | | | √ | |
| Correctly prioritized the most important issues for action | | | √ | | |
| SCORE: SKILL #3 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #3 0 |
| SKILL #4 STEP 3: ACT | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Praise the mother/father/caregiver for positive practices | | | | √ | |
| If difficulty, address the reasons | | | | √ | |
| Discuss limited and relevant information | | | | √ | |
| Help mother problem-solve, as appropriate | | | | √ | |
| Encourage mother/caregiver to try new practice | | | | √ | |
| Agree upon action | | | | √ | |
| SCORE: SKILL #4 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #4 1 |
| SKILL #5 APPROPRIATE USE of MATERIALS | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Use of CCs to reinforce good breastfeeding practices: | | | | √ | |
| Point out characteristics of CF | | | √ | | Used CC to talk about Variety but |

| Did the Community Worker ... | | | | | RECORD |
|--|---------------------------|-----------------|----------------------------|-------------------------------|---------------------------------|
| using appropriate CC for age group | | | | | not Frequency or Amount |
| Use of CCs to reinforce good hygiene practices | | | | √ | |
| Show how to add micronutrient supplements for home fortification | √ | | | | No MNPs in this area |
| SCORE: SKILL #5 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #5 0 |
| SKILL #6 COMMUNICATION SKILLS | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/Observations |
| Use Listening and Learning skills | | | | √ | |
| Use good non-verbal communication | | | | √ | |
| Ask questions that allow for detailed information | | | | √ | |
| Use Building Confidence and Giving Support skills | | | | √ | |
| Accept what mother/father/caregiver thinks and feels | | | | √ | |
| Give practical help | | | | √ | |
| SCORE: SKILL #6 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #6 1 |
| TOTAL SCORE | | | | | 2 (of 6 possible points) |

2. Supportive Supervision Tool 1: Observation Checklist for IYCF Counselling

Name of Community Worker: Dafina Position:

Community/Location: Area C Name of Mentor/Supervisor: Cecilia

Date of Supportive Supervision: 12 August 2013

PLACE check (√) under correct box for each activity. Where several activities contribute to the SCORE for each SKILL, the SKILL should be scored as 'Sufficient' only when all activities are checked as either N/A or Sufficient performance.

| Did the Community Worker ... | | | | | RECORD |
|--|--------------------|--|---|---|---------------------------------|
| SKILL # 1 INFANT AGE | N/A for this visit | Did not obtain information on infant age | Asked about infant age, but did not ask for confirming evidence | Asked about infant age and attempted confirmation from record or maternal report on date of birth | Comments/ Observations |
| Obtain correct infant age | | | | √ | |
| SCORE: SKILL #1 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #1 1 |
| IYCF 3-STEP COUNSELLING | | | | | |
| SKILL #2 STEP 1: ASSESS | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Assess Breastfeeding (with mother) | | | | | |
| Assess the current breastfeeding status | | | | √ | |
| Check for breastfeeding difficulties | | | | √ | |
| Observe a breastfeed (if necessary) | | | | √ | |
| Assess use of infant feeding bottle | | | | √ | |
| Complementary Feeding at appropriate age | | | | | |
| Assess 'other food' and 'other fluid' intake | | | | √ | |
| Assess AFATVRH | | | √ | | Didn't address variety of foods |
| Complete Assessment before going on to Analyse or Act | | | | √ | |
| SCORE: SKILL #2 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #2 0 |

| Did the Community Worker ... | | | | | RECORD |
|--|---------------------------------------|-----------------|--------------------------------|-----------------------------------|------------------------------------|
| SKILL#3 STEP 2: ANALYZE | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Considered deviation from age-appropriate recommended practices | | | | √ | |
| Considered issues reported by mother | | | | √ | |
| Correctly prioritized the most important issues for action | | | √ | | Didn't prioritize variety of foods |
| SCORE: SKILL #3 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #3 0 |
| SKILL #4 STEP 3: ACT | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Praise the mother/father/caregiver for positive practices | | | | √ | |
| If difficulty, address the reasons | | | | √ | |
| Discuss limited and relevant information | | | | √ | |
| Help mother problem-solve, as appropriate | | | | √ | |
| Encourage mother/caregiver to try new practice | | | | √ | |
| Agree upon action | | | | √ | |
| SCORE: SKILL #4 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #4 1 |
| SKILL #5 APPROPRIATE USE of MATERIALS | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/ Observations |
| Use of CCs to reinforce good breastfeeding practices: | | | | √ | |
| Point out characteristics of CF using appropriate CC for age group | | | | √ | |

| Did the Community Worker ... | | | | | RECORD |
|--|---------------------------|-----------------|----------------------------|-------------------------------|---------------------------------|
| Use of CCs to reinforce good hygiene practices | | | | √ | |
| Show how to add micronutrient supplements for home fortification | √ | | | | No MNPs in this area |
| SCORE: SKILL #5 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #5 1 |
| SKILL #6 COMMUNICATION SKILLS | N/A for this visit | Not done | Limited performance | Sufficient performance | Comments/Observations |
| Use Listening and Learning skills | | | | √ | |
| Use good non-verbal communication | | | | √ | |
| Ask questions that allow for detailed information | | | | √ | |
| Use Building Confidence and Giving Support skills | | | | √ | |
| Accept what mother/father/caregiver thinks and feels | | | | √ | |
| Give practical help | | | | √ | |
| SCORE: SKILL #6 Sufficient = 1 Not sufficient = 0 | | | | | SCORE #6 1 |
| TOTAL SCORE | | | | | 4 (of 6 possible points) |

Supportive Supervision Tool 2: Observation Checklist for Action-oriented Group Facilitation

Name of Community Worker: Thomas

Position: Community Worker

Community/Location: Area D

Name of Mentor/Supervisor: Cecilia

Date of visit: 15 August, 2013

| | Did the Community Worker | 1=Satisfactory 0 = Not Satisfactory | Comments |
|--|---|--|---|
| 1. | OBSERVE | | |
| | After the story, drama or visual, ask group participants what they OBSERVED : d. What happened in the story/drama or visual? e. What are the characters doing in the story/drama or visual? f. How did the character feel about what he or she was doing? Why did he or she do that? | | Story on starting complementary foods: focusing on Frequency, Amount and Thickness of AFATVRH |
| SCORE: Use of OBSERVE | | 1 | |
| 2. | THINK | | |
| | Ask the group participants what they THINK about what they observed: e. Who do you know that does this (recommended behaviour/practice)? f. How have they been able to do this (recommended behaviour/practice)? g. Discuss the key messages of today's topic? h. Discuss: what is the advantage of adopting the practice described in the story/drama or visual? | | |
| SCORE: Use of THINK | | 1 | |
| 3. | TRY | | |
| | Ask the group participants whether they would be willing to TRY what they observed. Why, why not? e. If you were the mother (or another character), would you be willing to try the new practice? f. Would people in this community try this practice in the same situation? Why? | | Difficulty in getting the group to focus on 'TRY' |
| SCORE: Use of TRY | | 0 | |
| 4. | ACT | | |
| | Ask the group participants if they could ACT in the same way. Why, why not? a. What would you do in the same situation? Why? b. What difficulties might you experience? g. How would you be able to overcome them? h. To repeat the key messages? | | |
| SCORE: Use of ACT | | 1 | |
| 5. | SHARE | | |
| | Ask group participants to come ready to talk about what happened when they tried the new practice and how they managed to overcome any obstacles. Share what they have learned with a pregnant woman or breastfeeding mother. | | |
| SCORE: Use of SHARE | | 1 | |
| TOTAL SCORE: Action-oriented Group Facilitation | | 4 (of 5 possible points) | |

Supportive Supervision Tool 3: Observation Checklist for IYCF Support Group Facilitation

| | | |
|--|--------------------------------------|---|
| Community: Area B | | Place: Health Centre |
| Date: 8 August 2013 | Time: 11:00 | Theme:* Risks of not breastfeeding |
| Name of IYCF Group Facilitator(s): Farida | | Name of Mentor/Supervisor: Cecilia |
| SKILL #1: Manage Process | 1=Satisfactory 0=Not Satisfactory | Comments |
| <ul style="list-style-type: none"> Participants sit in circle. Facilitator(s) introduce themselves to the group Facilitator(s) clearly explain the day's theme Facilitator(s) ask questions that generate participation Facilitator(s) motivate the quiet women/men to participate | | |
| SCORE SKILL #1: Skilled Management of Process | 1 | |
| SKILL #2: Use of Counselling Skills | | |
| Did the Facilitator(s) appropriately apply: <ul style="list-style-type: none"> Listening and Learning skills Building Confidence and Giving Support skills | | |
| SCORE SKILL #2: Use of Counselling Skills | 1 | |
| SKILL #3: Facilitate Discussion | | |
| The Facilitator(s): <ul style="list-style-type: none"> encourage mothers/fathers/ caregivers to share their own experiences draw out ways that other participants have solved problems guide discussion | | |
| SCORE SKILL #3: Facilitate Discussion | 1 | |
| SKILL #4: Manage Content & Materials | | |
| The Facilitator(s): <ul style="list-style-type: none"> ensure that 'correct/good' behaviours/beliefs and attitudes are emphasized correct any misinformation, as necessary note any unanswered questions use CC and Training Aids, as appropriate | | Did not address one mother's statement that her baby was healthy without ever being breastfed |
| SCORE SKILL #4: Manage Content & Materials | 0 | |
| SKILL #5 Motivate Continued Participation | | |
| <ul style="list-style-type: none"> The Facilitator(s) thank the women/men for attending the IYCF support group and invites them to attend the next IYCF support group (place, date and theme) The Facilitator(s) ask Participants to talk to a pregnant woman or breastfeeding mother before the next meeting, share what they have learned, and report back | | |

| | | |
|--|---------------------------------|---------------------------------|
| SCORE SKILL #5: Motivate Continued Participation | 1 | |
| SKILL #6: Monitor attendance | | |
| <ul style="list-style-type: none"> The Facilitator(s) complete and submit Support Group attendance form | | Dafina had no attendance sheets |
| SCORE SKILL #6: Complete/Submit Attendance Form | 0 | |
| TOTAL SCORE: IYCF Support Group Facilitation | 4 (of 6 possible points) | |

RECORD: Number of participants attending the IYCF support group: Number of participants attending the IYCF support group: 6 mothers with babies less than 6 months, 2 mothers with babies older than 6 months, 1 granny, 1 teenager and 1 father

Mentor/Supervisor: indicate questions and resolved difficulties:

- Discuss how Dafina can remember to take attendance

Mentor/Supervisor: provide feedback to Facilitator(s):

Discuss possible comments to mother's statement that her baby was healthy without ever being breastfed:

- Praise for mother who is concerned about her baby's health and wants the best for her baby
- Ask mother what new information she learned today about the risks of NOT breastfeeding for herself
- Ask mother what new information she learned today about the risks of NOT breastfeeding for baby and family
- Ask group if there is anyone who can share their experience in giving formula to one baby and breastfeeding another

* The day's theme might change if there is a mother/father/caregiver that has a feeding issue she or he feels an urgent need to discuss

Supportive Supervision Tool 6: Monthly/(Quarterly/Period) Summary Report: Supervisor's and Community Workers Activity Data

Supervision Area: _____

Supervisor Name: _____

Reporting Month: _____

Table for aggregating data from CW monthly (quarterly/period) activity logs

Instructions: record summary data for each CW for the reporting period (monthly/quarterly/other). Information in the row for CW1 should summarize: the number of pregnant women the CW counselled for the first time; the number of pregnant women the CW counselled on a repeat visit; the same information for counselling mother-child under 24 month pairs; the number of Action-oriented Group conducted; the number of IYCF Support Group sessions the CW facilitated during the reporting period [from CW Tool 4: Monthly Activity Log]; and whether the CW received a supervision visit and was observed providing individual counselling (number or yes/no) or facilitating an Action-oriented Group (number or yes/no); or an IYCF Support Group (number or yes/no) [from SS Tools 2 and 3]

| | CW Activity | | | | | Supportive Supervision/Mentoring | | | Referral | |
|---------------|---------------------------------------|--------------|--|--------------|--------------------------------|----------------------------------|--|---|----------|--|
| | Individual Counselling Pregnant woman | | Individual Counselling Child 0 up to 24 months | | Action-oriented Group Sessions | IYCF Support Group Sessions | Supervision: Individual Counselling # or Y/N | Supervision: Action-oriented Group # or Y/N | | Supervision: IYCF Support Group # or Y/N |
| | First visit | Repeat visit | First visit | Repeat visit | | | | | | |
| CW 1 | | | | | | | | | | |
| CW 2 | | | | | | | | | | |
| CW3 | | | | | | | | | | |
| CW4 | | | | | | | | | | |
| TOTALs | | | | | | | | | | |

Appendix 9: Compilation Answer Sheet

Communities in Supervision Area: A, B, C, D

Supervisor Name: Cecilia

Reporting Month: August 2013

Table for aggregating data from CW monthly (quarterly/period) activity logs

Instructions: record summary data for each CW for the reporting period (monthly/quarterly/other). Information in the row for CW1 should summarize: the number of pregnant women the CW counselled for the first time; the number of pregnant women the CW counselled on a repeat visit; the same information for counselling mother-child under 24 month pairs; the number of Action-oriented Group conducted; the number of IYCF Support Group sessions the CW facilitated during the reporting period [from CW Tool 4: Monthly Activity Log]; and whether the CW received a supervision visit and was observed providing individual counselling (number or yes/no) or facilitating an Action-oriented Group (number or yes/no); or an IYCF Support Group (number or yes/no) [from SS Tools 2 and 3]

| | CW Activity | | | | | Supportive Supervision/Mentoring | | | Referral | |
|---------------|---------------------------------------|--------------|--|--------------|---------------------------------|----------------------------------|--|---|----------|--|
| | Individual Counselling Pregnant woman | | Individual Counselling Child 0 up to 24 months | | Action-oriented Group Sessions* | IYCF Support Group Sessions* | Supervision: Individual Counselling # or Y/N | Supervision: Action-oriented Group # or Y/N | | Supervision: IYCF Support Group # or Y/N |
| | First visit | Repeat visit | First visit | Repeat visit | | | | | | |
| CW 1: Adila | 2 | 2 | 3 | 4 | 1 | 1 | 1 | 0 | 0 | 1 |
| CW 2: Farida | 1 | 2 | 2 | 5 | 2 | 1 | 0 | 0 | 1 | 0 |
| CW3: Dafina | 1 | 2 | 3 | 14 | 0 | 1 | 1 | 0 | 0 | 1 |
| CW4: Thomas | 2 | 2 | 5 | 18 | 2 | 0 | 0 | 1 | 0 | 1 |
| TOTALs | 6 | 8 | 13 | 41 | 5 | 3 | 2 | 1 | 1 | 3 |

Note: Farida missed recording 1 Support Group on CW Job Aid 4: August Monthly Log

Appendix 10: Examples of Indicators for Routine IYCF Programme Monitoring

Note: all indicators should be time-bound (reflecting activity ‘during reporting period’)

| <p style="text-align: center;">How much did we do?</p> <p>Are we doing the activities we planned to do? What proportion of planned activities is being conducted?</p> | <p style="text-align: center;">How well did we do it?</p> <p>Are we meeting geographic/spatial coverage targets? Are we meeting coverage targets to reach the population we planned to reach? Are the activities being carried out with increased quality</p> | |
|---|--|---|
| Activities | Coverage* | Quality Benchmarks |
| <p><u>Training</u></p> <p>1. % of target active CWs trained in IYCF Counselling (or IYCF support activities)</p> <p><u>Individual Counselling Sessions</u></p> <p>2. # of newly registered target mothers/caregivers counselled (disaggregate by: pregnant women, mothers of children 0 up to 24 months)</p> <p>3. # of previously registered target mothers/caregivers counselled (disaggregate by: pregnant women, mothers of children 0 up to 24 months)</p> | <p><u>Geographic/Spatial Coverage</u></p> <p>10. % of programme communities with at least 1 trained (and active) IYCF Counsellor</p> <p><u>Coverage: Target population reached with Individual Counselling</u></p> <p>11. % of target mothers/caregivers individually counselled at least once**</p> <p>12. % of CWs who counsel at least XX% of the target number of mothers/ caregivers at least once (e.g., during reporting period; and cumulative total percentage)</p> | <p><u>Quality: Individual Counselling</u></p> <p>12. % of IYCF Counsellors who used/demonstrated 4 (of 6) skills for 3-Step Counselling (Assess, Analyze and Act)</p> <p>13. % of mothers/ caregivers (on exit interview, for example) who recall message (or have knowledge of ideal practices, or key attitudes changed, for example)</p> |
| <p><u>Action-oriented Groups</u></p> <p>4. % of planned Action-oriented Groups conducted</p> | <p><u>Coverage: Target population participation in IYCF Support Groups</u></p> <p>11. % of target mothers/caregivers who attended at least one IYCF Support Group meeting</p> | <p><u>Quality: Action-oriented Groups</u></p> <p>14. % of IYCF Counsellors who used/demonstrated 4 (of 5) skills for OTTA steps (Observe, Think, Try and Act)</p> |
| <p><u>IYCF Support Groups</u></p> <p>5. % of planned IYCF Support Group sessions conducted</p> <p>6. % of IYCF Support Groups active (conducting at least 1 IYCF Support Group session during reporting period)</p> | | <p><u>Quality: IYCF Support Groups</u></p> <p>15. % IYCF Counsellors who used/ demonstrated 4 (of 6) skills in Support Group facilitation</p> <p>16. % of IYCF Counsellors who managed at least 4 discussion points in breastfeeding, complementary feeding and women’s nutrition content</p> |
| <p><u>Supervision Activity</u></p> <p>7. % of CWs who received at least 1 supervision/mentoring visit</p> | | |

* Depending on the characteristics of the IYCF support system, it may or may not be possible to calculate some of these indicators from data collected during routine monitoring. For example, where community workers report monthly by documenting their activities against the list of target women-children for whom they are responsible, it will be possible to determine what % of target women received counselling through routine monitoring. Where mothers-children are not assigned to a particular community worker, a small survey (e.g., LQAS) could be conducted periodically (say annually, or once every 6 months) to collect coverage data on the % of women who have received individual counselling or participated in an IYCF support group. Exit interviews with mothers/caregivers could be used to obtain data on the % of targeted mothers/caregivers who can recall messages or have knowledge of ideal practices (post-counselling).

** This indicator can be disaggregated to report on i) % of pregnant women counselled, and ii) % of mothers/caregivers of children 0 up to 24 months counselled (during reporting period).

Appendix 11: Data for IYCF Programme Planning

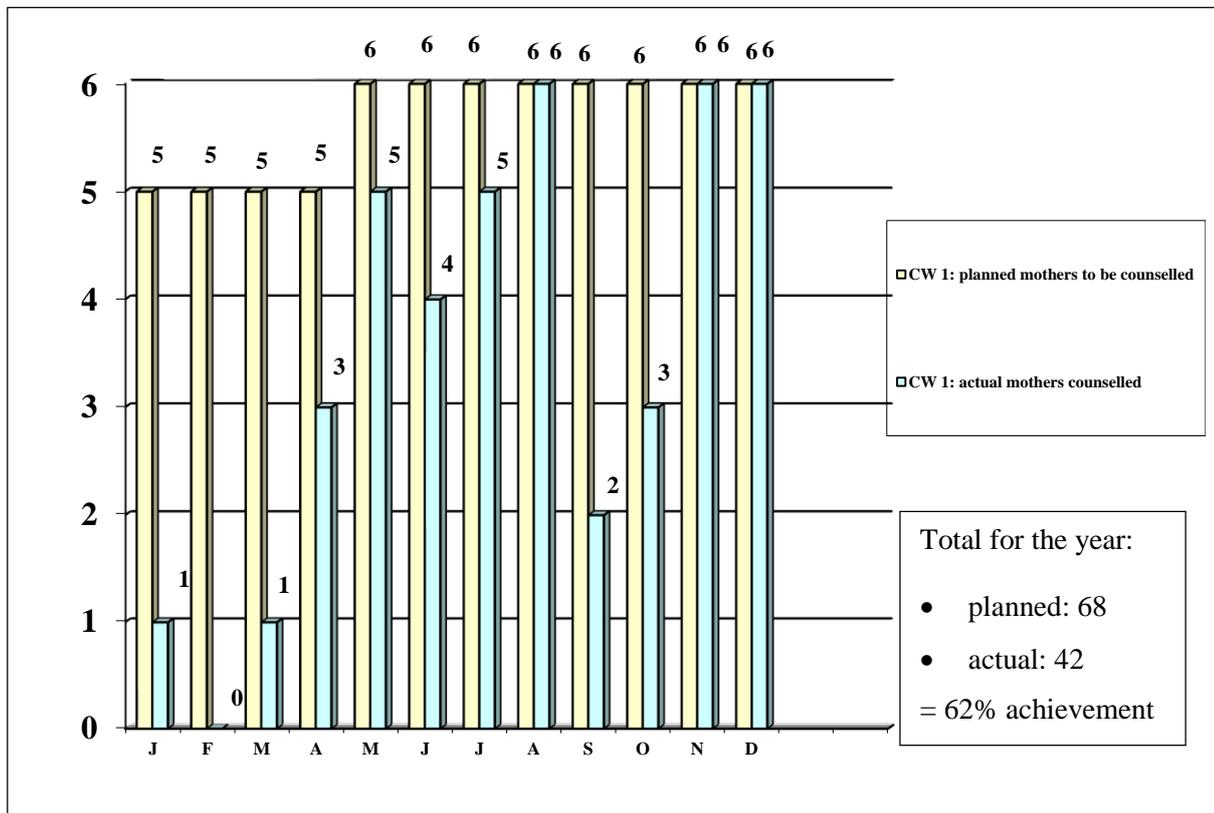
Supervision Area: _____

Date: _____

| District | Supervision Area | Village | Total Population | Number of Children under 24 months | | Number of Pregnant Women | Number of Health Centres (or other) | Number of Health Posts (or other) | Number of facility workers | Number of community workers | Number of IYCF Support Group (facilitators) | Other Volunteers | |
|-----------|--------------------|------------|------------------|---------------------------------------|---|--------------------------|-------------------------------------|-----------------------------------|----------------------------|-----------------------------|---|------------------|--|
| | | | | 0-5 months (same as 0 up to 6 months) | 6-23 months (same as 6 up to 24 months) | | | | | | | | |
| Koinadugu | Supervision Area 1 | Village 1 | | | | | | | | | | | |
| | | Village 2 | | | | | | | | | | | |
| | | Village 3 | | | | | | | | | | | |
| | | Village 4 | | | | | | | | | | | |
| | Supervision Area 2 | Village 5 | | | | | | | | | | | |
| | | Village 6 | | | | | | | | | | | |
| | | Village 7 | | | | | | | | | | | |
| | | Village 8 | | | | | | | | | | | |
| | | Village 9 | | | | | | | | | | | |
| | | Village 10 | | | | | | | | | | | |
| | | Village 11 | | | | | | | | | | | |
| | | Village 12 | | | | | | | | | | | |
| | Etc. | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

Appendix 12: Examples of How to Visually Display Routine Programme Monitoring Data (Visual Display of Quantitative Data)

Example 1: BAR Graph showing Planned versus Completed Counselling Activities



For each month, plot the following:

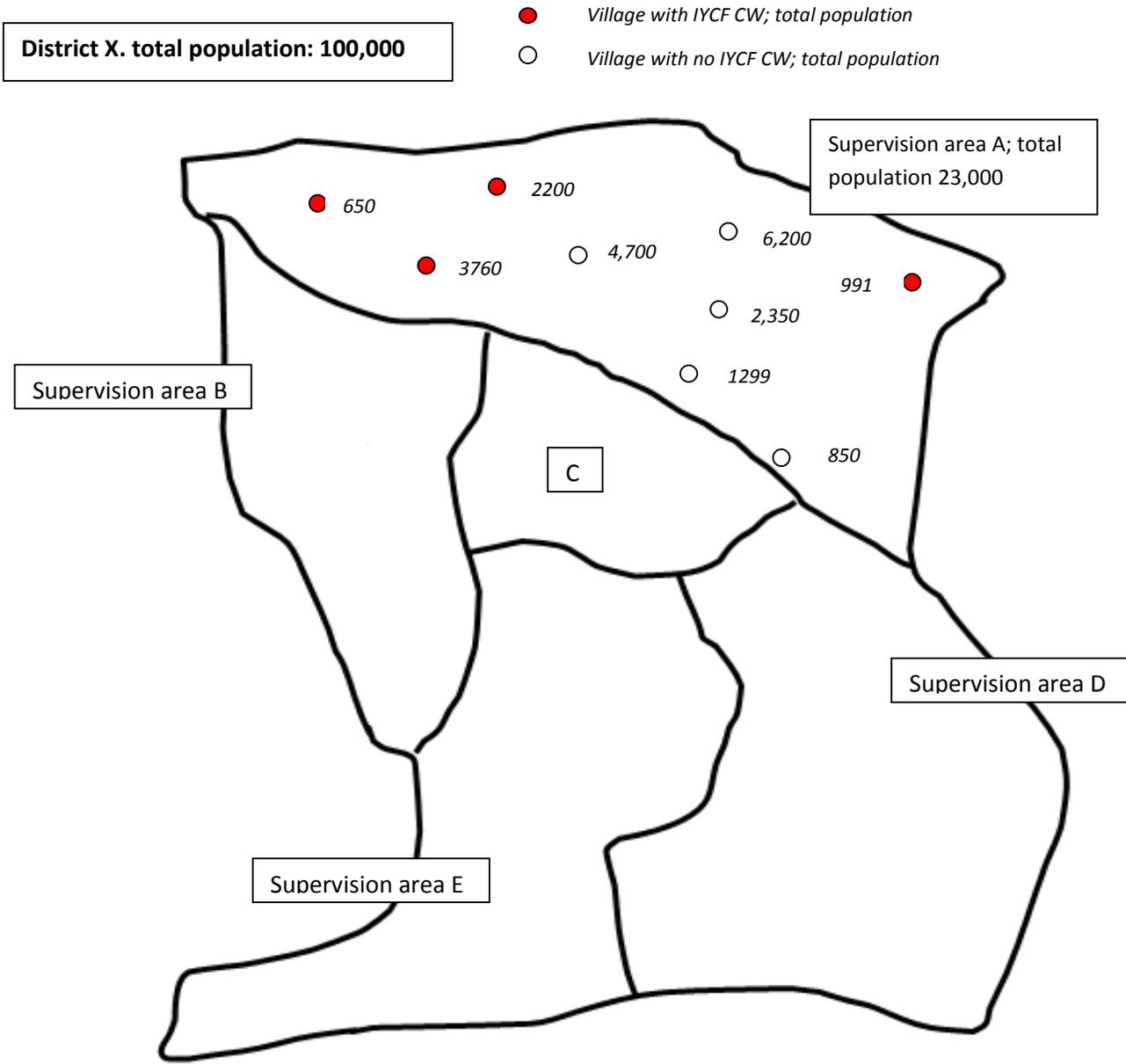
- Planned number of pregnant women (PW) who should receive an individual counselling session
- Actual number of with pregnant women who received counselling
- Planned number of mothers/children under 24 months who should receive an individual counselling session
- Actual number of mothers/children under 24 months who received counselling

Example 2: Monitoring Chart for tracking % of target mothers/caregivers counselled

| Health Centre or Supervisory Area: | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------|-----------------------|-----|-----------|-----|-----------|--|-----------|-----|-----------|-----|-------------------|-----|-----------|-----|-----------|--------------------------|-----------|-----|---------------------------|-----|-----------|---------------------|------|--|----------|
| Monthly target | Year | Catchment population: | | | | | Total target population 0 up to 24 months: | | | | | Target pre-natal: | | | | | Target 0 up to 6 months: | | | Target 6 up to 24 months: | | | Monthly target <2s: | | | Coverage |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | 100% | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | 75% | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | 50% | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | 25% | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | 0% | | |
| | Jan | Cum total | Feb | Cum total | Mar | Cum total | Apr | Cum total | May | Cum total | Jun | Cum total | Jul | Cum total | Aug | Cum total | Sep | Cum total | Oct | Cum total | Nov | Cum total | Dec | | | |
| Pre natal counseling | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Counseling for 0 up to 6 months children | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Counseling for 6-up to 24 months children | | | | | | | | | | | | | | | | | | | | | | | | | | |

Adapted from the monitoring chart in the guide: Micro-planning for immunization service delivery using the Reaching Every District (RED) approach. WHO. 2009

Example 3: Map showing Supervision Areas, with village size and presence/absence of trained Community Workers



Appendix 13: Addition of indicator examples - Implementation of activities (how much did we do?)

Training Needs in Supervision Area

Note: Indicator numbers in red italics relate to the indicator examples given in Appendix 10: Examples of Indicators for Routine IYCF Programme Monitoring on pages 68-69. All of these data points could be included in an SMS system if this were applicable in the country.

- Target # of CWs trained in IYCF required in Supervision Area: _____
- # of CWs active during reporting period: _____
- # of *active* CWs trained in IYCF: _____
- % of *active* CWs trained in IYCF: _____ (*Indicator # 1*)

Individual Counselling Sessions

- # of target mothers (pregnant women and caregivers of children <2) in Supervision Area for the year: _____
 - # expected to be counseled during the reporting period (e.g. if the reporting period is a quarter, the annual target would be divided by 4) _____
 - # of newly registered mothers individually counselled (first visit during reporting period): _____ (*Indicator # 2*)
- Disaggregate:
- # pregnant women counseled _____
 - # mothers/children <24 months counseled _____
- # of previously registered mothers counseled during reporting period (next visit(s)) (*Indicator # 3*)

Action-oriented Groups

- # Action-oriented Group sessions planned: _____
- # Action-oriented Group sessions conducted: _____
- % of planned Action-oriented Groups conducted: _____ (*Indicator # 4*)

IYCF Support Groups

- Target # of IYCF Support Groups required in Supervision Area: _____
- # IYCF Support Groups ever formed: _____
- % of planned IYCF Support Groups conducted: _____ (*Indicator # 5*)
- % of IYCF Support Groups active: _____ (*Indicator # 6*)
- # of IYCF Support Group facilitators trained: _____

Supervision

- % IYCF CWs supervised (*Indicator # 7*)
- Disaggregate:
- # observed during individual counselling
 - # observed during Action-oriented Group facilitation
 - # observed during IYCF Support Group facilitation

How well did we do:

Spatial/Geographic Coverage of Programme

- # of communities in Supervision Area
- # of communities in Supervision Area with at least 1 trained IYCF Counsellor
- % programme communities with at least 1 trained (and active) IYCF Counsellor (*Indicator # 8*)

Target population coverage with interventions:

- % of target mothers (in Supervision Area) receiving individual counseling at least once during reporting period _____ (*Indicator # 9*)

This number is the aggregate of individual counselling for Pregnant Women, first and repeat visits, and Children 0 up to 24 months, first and repeat visits.

Disaggregated results:

- % pregnant women counselled at least once during reporting period
 - % mothers/caregivers of children <24 months counselled at least once during reporting period
- **% target mothers/caregivers (pregnant women and mothers-children under 24 months of age) EVER counselled:** this number could be tracked on a Monitoring Chart like the one used in EPI but adapted for counselling to read: *pregnant women, # with first time visit; mothers-children 0 up to 6 months, 6 up to 24 months, recording # with first time visit only*. The target number for 100% coverage would be set by i) summing the numbers of pregnant women and mothers-children 0 up to 6 (0-5) months and 6 up to 24 (6-23) months from census data, or ii) by calculating the proportions of pregnant women and children 0-5 and 6-23 months from updated population data. If national proportions of the different age-groups of children under 2 are not available, children under 6 months may be estimated as 10% of the total children under 5 years and children 6-23 months as 30%.

The cumulative total would provide an estimate of the % of target mothers/caregivers reached at least 1 time (in a year) with IYCF counselling. However, this is a very low standard; a first-time counselling visit when a child is 10 months of age means that the programme has pretty much missed the opportunity to impact that child's feeding practices.

As the programme matures, and if the data on first and repeat visits is well-collected in the CW registers (CW Tool 4), it should also be possible to analyze the proportion of mothers who received 2, 3, 4, etc. visits in a year. The target would then be the total pregnant women and mothers of children under 2, x 4 visits in the year, divided by the reporting period (e.g. by 12 if monthly, by 4 if quarterly).

In situations where there are too few CWs trained in IYCF counselling, perhaps prioritize counselling support to pregnant women and mothers of young children, following women most intensively during pregnancy and through the child's first year of life. Once there are sufficient trained CWs, provide counselling support to all mothers-children up to 24 months. IYCF counseling should be provided at minimum at these 6 crucial points:

1. Pregnant women: counselling on feeding at least once

2. Delivery (immediately after the woman brings the baby home from the hospital if institutional delivery, or support to establish breastfeeding within 1 hour if home delivery)
 3. Early post-natal care: at least 1 visit within the first week to ensure breastfeeding is well-established and to solve any problems
 4. 2-3 months, to encourage EBF until 6 months and solve any problems
 5. 5-6 months, to ensure a successful transition to CF
 6. Once later during the first year, to encourage continued BF up to 2 years and to ensure CF is proceeding well.
- % of CWs who counselled at least xx% of the target number of mothers (during reporting period and cumulative for the year). **(Indicator # 10)**
A target threshold of achievement for the percentage of target mothers counselled needs to be set – for example starting with 50% in the first year and increasing as the programme matures.
 - % target mothers/caregivers who attended at least 1 IYCF Support Group meeting.
Data for this indicator would have to come from survey data, unless a programme decides to tally attendance of pregnant women and mothers of children under 2 at support groups. **(Indicator # 11)**

Quality

- % CWs observed during individual counselling who used minimum (4/6) skills: _____ **(Indicator # 12)**
- % of mothers/caregivers (on exit interview) who recall message (or have knowledge of recommended practices, or key attitudes changed, for example) **(Indicator # 13)**
- % of CWs who used 4 of 5 skills for OTTA in action-oriented group facilitation _____ **(Indicator # 14)**
- % CWs observed during IYCF Support Group facilitation who used minimum (4/6) skills: _____ **(Indicator # 15)**
- % of CWs who managed at least 4 discussion points in breastfeeding, complementary feeding and women's nutrition _____ **(Indicator # 16)**

Appendix 14: Action Plan Template for Supportive Supervision/Mentoring and Monitoring of Community IYCF Programme

| Activity | Supervisor/ Mentor | Community Workers | When (Frequency) | Where | Resources/Materials Required | Follow-Up | Responsible |
|----------|-----------------------|----------------------|---------------------|-------|---------------------------------|-----------|-------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Appendix 15: Feedback on the materials and activities associated with Learning Objectives from Supportive Supervision/Mentoring and Monitoring

Overall Module Usefulness

| | Not at all relevant = 1 | Somewhat relevant = 2 | Very relevant = 3 |
|--|-------------------------|-----------------------|-------------------|
| Rate the overall usefulness of the Supportive Supervision/ Mentoring & Monitoring (SS/M & M) module to your understanding the role of a Supervisor/Mentor. | | | |

Learning Objective 1: Define supportive supervision/mentoring and its various components: who, why, when, where, what, how and what for; and define terms related to programme monitoring

| | Not enough time allotted = 1 | Sufficient time allotted = 2 | Too much time allotted = 3 |
|---|------------------------------|------------------------------|----------------------------|
| Rate the time allotted <u>introducing</u> you to the supportive supervision and monitoring definitions, and supportive supervision components | | | |

Learning Objective 2: Review tools for IYCF Community Workers: Job Aids for IYCF Counselling, Action-oriented Group and IYCF Support Group facilitation; registers and activity logs

| | Not very familiar with the Tools = 1 | Somewhat familiar with the Tools = 2 | Very familiar with the Tools = 3 |
|--|--------------------------------------|--------------------------------------|----------------------------------|
| Rate your level of familiarity with the IYCF CW Tools | | | |
| | Not enough time allotted = 1 | Sufficient time allotted = 2 | Too much time allotted = 3 |
| Rate the time allotted to <u>re-familiarizing</u> you with the IYCF Community Worker Tools | | | |

Learning Objective 3: Review tools for supervisors/mentors: observation checklists for performance of IYCF support activities and routine programme monitoring forms

| | Not enough time allotted = 1 | Sufficient time allotted = 2 | Too much time allotted = 3 |
|---|------------------------------|------------------------------|----------------------------|
| Rate the time allotted <u>introducing</u> you to the Supervisor's Observation Checklists | | | |
| | Don't understand well = 1 | Some understanding = 2 | Understand very well = 3 |
| Rate your understanding of <u>how to use</u> the Supervisor's Observation Checklists | | | |
| | Rarely = 1 | Sometimes = 2 | Always = 3 |
| Do you evaluate the <u>quality</u> of an individual Counsellor's work in your current supervision work? | | | |

| | Very difficult = 1 | Somewhat difficult = 2 | Not difficult = 3 | Already performing supportive supervision/ mentoring = 4 |
|---|---------------------------|-------------------------------|--------------------------|---|
| How difficult do you think it would be to <u>implement</u> supportive supervision/ mentoring (focused on quality) in your system? | | | | |

Learning Objective 4: Help mentors/supervisors develop the necessary skills: interpersonal communication, facilitation, analysis, and problem-solving

| | Not useful = 1 | Somewhat useful = 2 | Very useful = 3 |
|--|-----------------------|----------------------------|------------------------|
| Was the process of demonstration in LO 4 useful in helping you understand how to implement SS/M&M? | | | |

Learning Objective 5: Practise supportive supervision/mentoring (using observation checklists, providing feedback, and making decisions for quality improvement throughout the system)

| | Not enough time = 1 | Right amount of time = 2 | Too much time = 3 |
|---|----------------------------|---------------------------------|--------------------------|
| Was there sufficient time for <u>practice</u> ? | | | |
| | Not useful = 1 | Somewhat useful = 2 | Very useful = 3 |
| How useful was the practice in improving your skills? | | | |

Learning Objective 6: Compile and present data in a report that tracks the status and progress of the IYCF programme: proportion of planned activities implemented, coverage of target population, and quality of IYCF support activities

| | Not useful = 1 | Somewhat useful = 2 | Very useful = 3 |
|--|-----------------------|----------------------------|------------------------|
| How useful was compiling the data in helping you learn how to complete report forms? | | | |