

RESOURCE

Sample questions to provide remote supportive supervision

ABOUT THIS RESOURCE

Because our educators work in hard-to-reach and rural communities, in-person site visits are not always feasible. Our supervising staff use structured phone calls as an opportunity to support educators, follow up on previously-identified problems, and provide encouragement and praise. Data from the phone calls also help supervisors prioritize sites needing an in-person visit.



About Projet Jeune Leader

PJL is a youth-founded, youth-led, and youth-centered nonprofit organization established in Fianarantsoa, Madagascar. Since 2013, Projet Jeune Leader has delivered comprehensive sexuality education to young and very young adolescents (ages 10-16) in Madagascar's public middle schools, partnering closely with schools and school districts. To do this, we recruit dynamic young adults (aged 18-25) for their positive gender attitudes and potential as role models, train them rigorously over two months, and hire them under a full-time, paid contract if they pass an end-of-training assessment. We then integrate each of them into a partner public school where they teach a year-long, time-tabled CSE course to multiple grades using our age-segmented, gender-transformative, 27-module curricula. When they are not teaching, educators provide a package of other essential services (enrichment activities, counseling, medical referrals, and programs for parents and teachers).

About the Guidance Tool: *CSE We Can Count On*

Projet Jeune Leader has developed “CSE We Can Count On,” a publication sharing strategies, actionable guidance, and tools that we use in our work with tens of thousands of students, parents, teachers, and school officials in Madagascar to build and harness community support for in-school comprehensive sexuality education. This document, which accompanies the guidance tool, shares one of the resources that we use regularly.



Read “CSE We Can Count On” and accompanying resources at www.projetjeuneleader.org/resources/community-support.

The uses and success of this resource are undeniably dependent on the context in which CSE is being delivered. Even so, we hope that it serves as a source of inspiration and creativity for others – civil society organizations, international non-governmental organizations, and even governments – committed to delivering in-school comprehensive sexuality education in their own contexts.

What happens during a supervisory phone call?

Our supervisors have formal and feasible responsibilities to assess CSE educators' motivation and satisfaction with their work. In addition to regular in-service meetings and in-person site visits, supervisors conduct structured phone calls to support educators living and working in remote communities. During phone calls, supervisors' responsibilities include:

- Assessing and enhancing educator satisfaction, motivation, and integration
- Constructive feedback and mentoring
- Joint problem solving
- Follow-up on any previously identified issues and share program news and updates
- Regular inventory of educators' materials and supplies

For example, these are four questions our supervisors must ask CSE educators as part of a larger rubric during supervisory phone calls:

On a scale of 1-10 (1 being not well at all, 10 being very well), how well do you think your work is going? Why did you give that score? What can we do to make it a 10?	<i>(Indicator: CSE educator satisfaction)</i>
On a scale of 1-10 (1 being not well at all, 10 being very well), how well are your relationships at your school and in your community (for example, with other teachers? With parents?)? Why did you give that score? What can we do to make it a 10?	<i>(Indicator: CSE educator integration)</i>
What is one thing you are most proud of since we last talked? <i>Note: Offer encouragement, praise. Note any best practices to share later with other educators.</i>	<i>(Indicator: CSE educator satisfaction; CSE educator integration)</i>
What have found most difficult/challenging since we last talked? What can I do to support you? <i>Note: Write here the solution you discussed. Offer reassurance. Mark if more follow-up is needed.</i>	<i>(Indicator: CSE educator satisfaction; CSE educator integration)</i>

We have found that using close-ended questions (quantitative) help supervisors quickly assess an educator's progress over time and as compared to their peers. Meanwhile, open-ended questions (qualitative) enable supervisors to practice positive communication skills, especially active listening and constructive feedback (using techniques like paraphrasing, clarification, and verbal and nonverbal encouragement).



Projet Jeune Leader's Goals for Supportive Supervision:

- CSE educators feel supported in their work in schools.
- CSE educators deliver a high-quality program.

What happens after a supervisor phone call?

Supervision is a continuous process. Supervisors conduct ongoing monitoring of problems identified during a phone call during subsequent educator meetings, in-person site visits, and phone calls.

“I liked when [my supervisor] called me, to offer encouragement and to ask about my work... to share updates.” - Comment from an educator during an end-of-year After Action Review

Data from across educators and supervisors is also regularly synthesized and reviewed by the CSE program staff. From this, the CSE program can develop an action plan to help improve educators' satisfaction and motivation in their work. This may involve in-service training for educators, or changes in programming/operations.



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