25 years for Early Childhood Development

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SUPPORTING FAMILIES FOR NURTURING CARE

Training Resource Package for Home Visiting Practices

Trainer Guide: General Overview

Disclaimer:

This training resource package for improving home visiting practices was developed by professionals under the guidance of the UNICEF Regional Office for Europe and Central Asia and International Step by Step Association (ISSA).

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A few words before engaging with the Supporting Families for Nurturing Care Training Resource Package for Home Visiting Practices

High-quality home visiting services depend on a well-prepared and well-supported workforce.

To strengthen this foundation, the updated **Training Resource Package for Home Visiting Practices** offers a comprehensive framework for both pre-service and in-service training, based on *Supporting Families for Young Child Wellbeing: Resource Modules for Home Visitors*. It equips Master Trainers and home visitors with the essential knowledge, skills, and approaches needed to provide effective support to families and young children.

The Resource Package standardises training content and processes to ensure consistency and quality, while also allowing countries the flexibility to adapt materials to their own contexts. Drawing on nearly a decade of experience in training delivery, it integrates best practices and feedback from Master Trainers, home visitors, and experts.

The Package consists of three interconnected parts:

- **Trainer Guide: General Overview**
- **Trainer Guide: Foundational Training**
- **Trainer Guide: Extended Training**

By emphasising the link between workforce competence and service quality, the Training Resource Package supports the preparation and ongoing professional development of home visitors. Ultimately, it is a practical tool for strengthening practice and improving outcomes for children and families.

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I. Introduction

Home visiting during pregnancy and the early years is a proven strategy for reducing inequalities, improving child and family health, building family capacities, and supporting children to reach their full potential. By delivering support and resources directly to families, these programmes have a significant impact on maternal, child, and family health outcomes, fostering long-term well-being.

Community and home visiting nurses play a pivotal role in bridging the health sector and families during these critical stages of child development. As an extension of primary healthcare, they reach vulnerable populations, including marginalised communities and remote rural areas that face barriers to healthcare access. Through regular well-child visits, they assess children's physical, social, and emotional development, nutritional status, provide preventive care such as encouraging vaccinations, and lay the foundation for lifelong health and well-being.

In Europe and Central Asia (ECA), health systems with near-universal coverage serve as primary points of contact for families during pregnancy and early childhood. Historically, these systems have delivered community and home-based nursing services focused on children's physical health. Recognising the potential to address broader child development, UNICEF introduced a strategy in 2012 to support every child's right to comprehensive development and well-being. Central to this effort was the promotion of the Universal Progressive Home Visiting (UPHV) model.

The UPHV model ensures equitable and responsive support for all families, combining universal access with a progressive approach that tailors the frequency and intensity of visits to each family's needs. It adopts a holistic perspective, addressing child health, nutrition, early learning, and parental support. This approach aligns with the *Nurturing Care for Early Childhood Development* framework, developed by the World Health Organization, UNICEF, and the World Bank in 2018.

To support the reform and expansion of home visiting services in Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS), UNICEF's Regional Office developed *Regional Recommendations for Home Visiting for Young Child Wellbeing* and a resource package for capacity building. This package complements existing primary healthcare training initiatives such as the Integrated Management of Childhood Illness (IMCI), Infant and Young Child Feeding (IYCF), Baby-Friendly Hospital Initiative, and Care for Child Development.

Developed in partnership with the International Step by Step Association (ISSA) and experts from the Technical Advisory Group on Home Visiting, the package was designed to expand home visitors' knowledge of comprehensive child development and equip them with skills to work effectively with families.

The 2019 multi-country formative evaluation of the UPHV model highlighted the success of these modules in creating a skilled workforce of home visitors. Trained home visitors gained knowledge and skills to address critical issues such as responsive and nurturing care, a safe and stimulating home environment, prevention of child maltreatment, and early detection of risks and vulnerabilities. The resource package has since grown to 24 modules, reflecting advancements in research and emerging needs in practice, and continues to evolve as a cornerstone of efforts to improve home visiting services and outcomes for young children and their families.

II. Purpose and Targeted Audience of the Training Resource Package

The *Training Resource Package for Home Visiting Practices* is designed as an essential tool for Master Trainers, providing them with the knowledge, skills, and resources needed to advance professional development and build competencies within the home visiting workforce. It aims to foster a much-needed shift in mindset regarding the role of home visitors and health systems, emphasising their critical contribution to creating opportunities for children to thrive and ensuring families have access to a comprehensive support network.

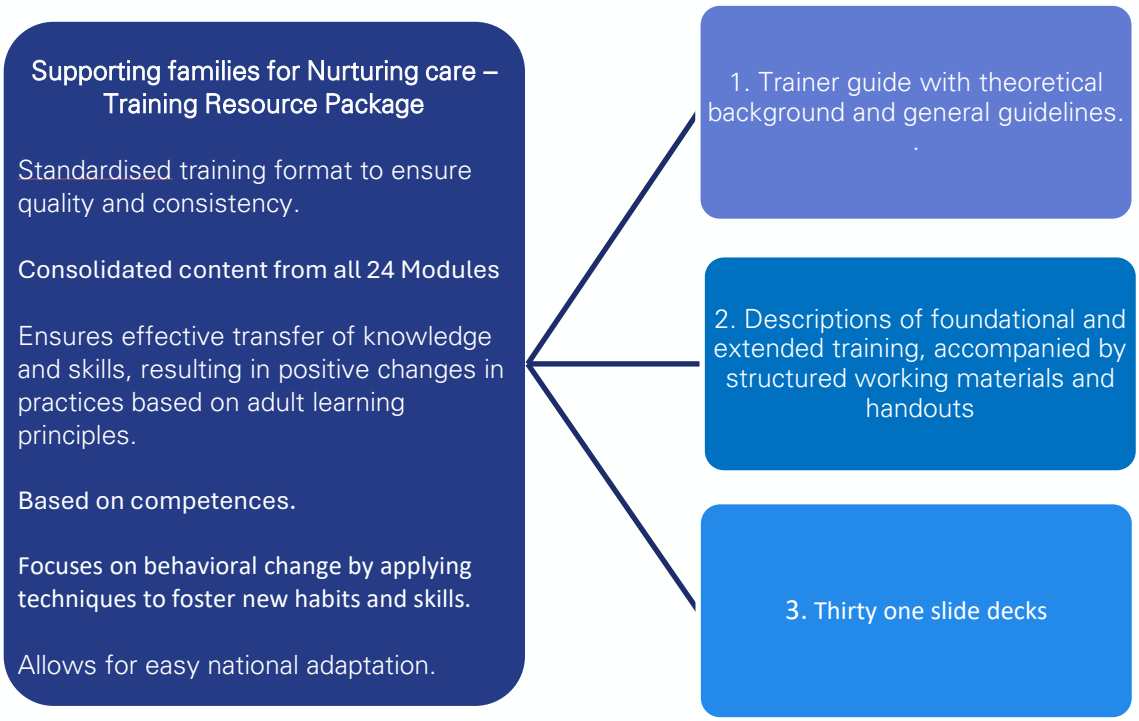

Figure 1 Purpose and structure of the Training Resource Package

This training package goes beyond being a set of manuals; it reflects the dynamic and evolving field of home visiting, integrating the latest research and innovative practices. Drawing from extensive experience in delivering Training of Master Trainers (ToMT) across diverse contexts, the updated package offers a robust framework to enhance training quality and impact and strengthen regional and national trainers' capacities to deliver consistent, high-quality training.

The training package provides:

- Clear structure and content of the *Training*, offering a comprehensive overview of all modules and accompanying materials.
- Practical guidance on organising and implementing training sessions.
    - Recommend training levels and sequencing of modules, covering both foundational and extended training topics.
    - Demonstrates interactive methods for delivering content, aligned with adult learning principles, and models teaching approaches suitable for working with professionals and families.

    - Transfers the knowledge through strategies that support behaviour change.
- Offers strategies for evaluating training outcomes and impact.

While the Trainer Guide is primarily designed for Master Trainers, it also serves as a valuable resource for in-service and pre-service training providers, programme managers, and policymakers engaged in the implementation of home visiting programmes. By supporting both pre-service education and ongoing professional development, it contributes to a sustainable and effective approach to workforce capacity building.

The guide serves as a cornerstone for advancing the quality and consistency of home visiting services, ultimately contributing to better outcomes for children and families.

III. Training Resource Package for Home Visiting Practices

The Training Resource Package for Home Visiting Practices is a comprehensive package that builds on the *Supporting Families for Nurturing Care* 24 resource modules designed for home visitors. It includes:

- *Trainer Guide: General Overview*, with theoretical background, key values and approaches, and tips for trainers and users of the package.
- *Trainer Guide: Foundational Training*, with description of session for five days training, slide decks for each session, and supporting materials including working materials and handouts.
- *Trainer Guide: Extended Training*, with description of session for three days training, slide decks for each session, and supporting materials including working materials and handouts.

3.1 Resource Modules as the Training Content Foundation

The 24 resource modules were designed to address the specific needs of the home visiting workforce, filling educational gaps and extending beyond traditional health education to ensure the delivery of high-quality services that respond to the health, nutrition and development needs of young children and their families. Grounded in evidence and innovative in approach, they equip professionals with the knowledge, skills, and tools needed to provide nurturing care.

Central to these modules is a commitment to shifting perceptions of early childhood development, children's needs, parenting, and the health sector's vital role in fostering every child's capacity to thrive. They encourage professionals to reflect on their practices, values, and beliefs, promoting a thoughtful and adaptive approach to their work. They provide home visitors with knowledge, practical tools and strategies to build trust, assess family dynamics, communicate effectively, partner with and empower parents to provide responsive parenting to support their children's overall well-being. More about modules you can find in Annex.

IMPORTANT

- Master Trainers have to have a deep understanding of each module's content and key messages to ensure effective and impactful training delivery.
- The focus of the training is not merely on delivering the modules, but on utilizing the information to flexibly address the needs of home visitors (HV), and to enhance their competencies.

3.2 Core Beliefs and Values Underlying the Training Package

The outcomes of early childhood development are deeply shaped by the core beliefs and perceptions of parents, children, home visitors, and health systems. These underlying views influence how each actor understands their role, engages with others, and contributes to a child's developmental journey. For this reason, they are given significant emphasis across all modules and throughout the training process

Parents, as the primary caregivers, are seen as capable individuals with the innate potential to nurture their children while benefiting from guidance and support. Children, in turn, are recognised as active learners, whose natural curiosity and eagerness to engage with their environment require nurturing care to flourish. Home visitors are trusted professionals who connect families with resources and help unlock their strengths, while health systems serve as critical enablers, ensuring families have access to holistic and equitable care. These interconnected beliefs create a framework for collaboration, setting the stage for positive and lasting outcomes for children, families, and communities.

Viewing parents as capable and willing to advance their caregiving skills fosters a collaborative approach, enabling them to better support their children. Recognising children as active participants in their own development drives the creation of environments that nurture curiosity, learning, and resilience. When home visitors are valued as reflective practitioners, they bring empathy, trust, and expertise into their interactions, creating meaningful connections that empower families. Health systems, by embracing their pivotal role in promoting nurturing care, expand their reach to deliver holistic support during critical developmental periods. Together, these shared beliefs and images influence the way services are delivered, shaping outcomes that promote children's holistic development, strengthen family capacities, and build healthier, more equitable societies.

The core beliefs about parents, children, home visitors, and health systems shape the quality and effectiveness of early childhood interventions.

Core beliefs About Parents

- Knowledge and skills of quality parenting can be developed and nurtured over time. Both male and female caretakers can develop parenting skills and are equally ready to be effective parents.
- Parents have a unique and vital opportunity to observe their child's behaviour, recognise their needs across all domains of development and care, and respond to those needs in a supportive and nurturing manner. Given that parents know their children well, they are inherently well-placed to understand and address their child's needs. However, there is always potential to further enhance their skills and knowledge.
- Supporting parental mental health is key to support positive parenting outcomes- emphasizes the importance of taking care of parents' mental health. Mental health problems, the stress to which the parent is exposed, and even parental stress stemming from (perceived) demands of the parental role and feelings of (in)competence in caregiving reduce the parent's responsiveness and generally undermine their capacity for quality caregiving.
- Opportunities for interaction foster improved parentings capabilities- emphasises the importance of participation and involvement in child caregiving. This principle highlights the significance of supporting fathers' involvement but also emphasizes encouraging interaction between both parents and the child and supporting the quality of these interactions (when they are in the child's best interest).
- Parents want the best for their children- implies that most parents want the best for their children, but they differ in the ways and resources they have and invest in achieving the child's well-being and supporting their child.
- The development and well-being of children are strongly influenced by the environment and the network of relationships in which the child grows up- the family environment affects the child's

development, so we support the child's health and well-being by ensuring a stimulating, safe, emotionally secure environment, the health and emotional well-being of the parents, and the quality of family relationships in which the child grows up. This particularly emphasizes fostering a strong parental alliance as the first "network" of support for developing the parental role.

Core Beliefs About Children

- **The crucial first 1000 days:** Early childhood development is pivotal for a child's future well-being and success, particularly within the first 1000 days from conception to age two. Recognising the significance of the first 1000 days emphasises the critical window for intervention and support. The recent advances in neuroscience, stress the critical role of early experiences in shaping brain architecture. The principle of neuroplasticity demonstrates that repeated positive interactions and diverse sensory experiences strengthen neural pathways, contributing to healthy brain development, emotional security, and resilience. Serve-and-return interactions between children and caregivers form the cornerstone of the curriculum, fostering reciprocal communication, secure attachments, and a foundation for cognitive and emotional growth. At each stage during the 1,000 days, the developing brain is vulnerable to poor nutrition—either through the absence of key nutrients required for proper cognitive functioning and neural connections and/or through the "toxic stress" experienced by a young child whose family has experienced prolonged or acute adversity caused by food and other types of insecurities.
- **Children are eager for interaction:** A child is naturally active, curious, and motivated to learn, exhibiting a readiness and keen interest in interacting and communicating with their environment from the very first day of life.
- **Children's growth potential:** They have significant potential for development and are eager to apply and develop a diverse array of skills, often engaging in exploration through play.
- **Children need nurturing care:** To flourish and reach their full potential, children need nurturing care. Equally essential as health and nutrition are warm and nurturing interactions, along with abundant opportunities for learning and exploration within a safe and stimulating environment. Such conditions are crucial in fostering the child's physical, cognitive, emotional, and social development, ensuring they grow into well-rounded individuals.
- **Children need support:** By providing a supportive and enriched environment, children will be supported not only to meet developmental milestones but also to instil a lifelong love of learning and curiosity about the world around them.

Core Beliefs About Early Childhood Development

- **Early learning and nurturing interactions foster brain development:** During this critical period, rapid brain development establishes neural connections that profoundly influence cognitive abilities and emotional resilience. Quality early learning and interactions enhance language, motor skills, and social capabilities, laying a strong foundation for academic achievements in later years.
- **The importance of caregivers:** Positive interactions with caregivers and peers during these early stages are crucial for nurturing confidence, empathy, and effective emotional management. Moreover, early experiences significantly shape long-term physical and mental health outcomes, underscoring the importance of nutrition, physical activity, and supportive environments.
- **Long-term impact of early education and care:** Investing in early childhood yields substantial economic benefits, including higher educational attainment, stable employment, and reduced societal costs associated with healthcare and social services. It also addresses social inequalities by providing disadvantaged children with essential opportunities for growth and development.

- **A pivotal time in life:** Early childhood is a time of endless opportunities, and substantial vulnerability! By prioritising early childhood development, and by offering support to parents to provide children with nurturing care, including good nutrition and health care, responsiveness, safety and security and opportunities for early learning and stimulation. societies can establish a solid foundation for individual growth and collective prosperity, fostering healthier, more equitable communities.

Core Beliefs About Home Visitors and Health Systems

- **Untapped potential in serving children:** Health systems have an untapped potential to optimize child development as they reach out to almost all children during their early years. Their role is to guard children's survival and lifelong health, as well as to promote nurturing care - responsive caregiving with opportunities for early learning in a safe environment, for optimal child development and well-being.
- **Broader understanding of children's environment:** Home visitors are the only professionals who meet children in their homes, thus having a broader understanding of the child's environment and family context.
- **Early involvement during pregnancy:** Home visiting during pregnancy stands as a powerful health promotion strategy, significantly enhancing parental health, and overall well-being. It goes beyond mere physical health checks, encompassing critical aspects crucial for encouraging motivation in expecting parents, and building positive relationship and trust between parents and nurses. Additionally, it includes preparation for parenting role and responsive caregiving, nurturing parental alliances, planning for and promoting breastfeeding.
- **A multi-faceted role:** The role of a home visiting nurse is multifaceted and crucial in supporting healthy child development. Central to their approach is recognising and building upon the strengths and skills already present within each family.
- **The home visiting nurse is a friend to the family and grounds support on quality relationships with the family -** implies the importance of developing trust, sensitivity to the family's needs, and responsiveness in interaction with parents and the child. Even in families where contact is more difficult to establish, or who face varying levels of marginalization and discrimination, the primary responsibility for the quality relationship between the home visitor and the family lies with the professional.
- **Sustained support:** Continuous support is facilitated through the home visiting nurse's role in building and connecting families with community resources. By collaborating with other sectors and staying informed about available services, they ensure families have access to the resources they need for ongoing care and support.
- **The home visiting nurse focuses on the strengths and skills the family possesses -** parents have the capacity to support their child's health, holistic development and learning, but they need support of varying intensity in this. Support for the family relies on the knowledge, experience, and skills that the parent has.
- **Reflective practitioners:** Moreover, the home visiting nurse plays a pivotal role as a reflective practitioner. They actively shape their practice by continuously upgrading their knowledge and skills, reflecting on their interactions and approaches to better support families. This reflective stance empowers them to advocate for changes that positively impact children and families, ensuring their ongoing development and well-being are prioritised.

3.3 Essential Components of the Training Approach

a) Training Philosophy - Equipping Home Visitors for a Comprehensive and Engaging Approach

Training for home visitors should reflect the dynamic, empathetic, and responsive approaches they are expected to adopt and model in their work with families. This requires a focus on nurturing professional relationships, navigating the complexities of human connections, and respecting cultural diversity and individual differences. It also involves embracing adult learning principles, building on family strengths, and fostering a supportive learning environment.

Home visitors play a pivotal role in establishing warm, caring, and professional relationships with parents and children. They build trust and understanding, laying the foundation for meaningful engagement. By fostering collaboration and teamwork with colleagues and supervisors, they create a network of mutual support that enhances their effectiveness.

Their work extends beyond individual homes. Home visitors partner with professionals from various sectors, such as healthcare, education, social work, law enforcement, and housing services, ensuring holistic care for families. They act as vital connectors, linking families to essential community resources and services while coordinating efforts to address complex needs holistically.

The effectiveness of these professional relationships is strengthened by home visitors' personal and professional experiences, underscoring the critical role of empathy and genuine connection. Through training that mirrors these principles, home visitors are empowered to serve families with compassion, professionalism, and a profound understanding of their unique contexts.

Training must prepare home visitors for the rewarding yet challenging nature of relationships by helping them establish appropriate personal and professional boundaries. It should encourage home visitors to seek technical and emotional support from supervisors and peers while acknowledging that unresolved personal issues, such as insecure attachments, may emerge and require attention during training and practice. Trainers should be equipped to provide support and guidance in these areas, ensuring home visitors manage the emotional demands of their work effectively.

Training should respect and celebrate the cultural diversity and individuality of home visitors by incorporating culturally sensitive practices and materials and adapting to the unique experiences and learning styles of each participant.

To maximise the impact of training, the environment should empower learners by allowing them to set their own learning goals. It should also encourage reflection by providing opportunities for home visitors to assess their experiences and learning. Additionally, it should foster problem-solving by supporting both individual and peer-based solutions in an open, non- judgemental and supportive setting.

b) Building on Adult Learning Principles

Adult learning is different from the way children learn, requiring an approach that respects the unique experiences, motivations, and goals of adult learners. To create meaningful and effective educational experiences, trainers must consider several essential principles.

Adults bring a wealth of life and professional experiences to any learning environment. These experiences not only shape their perspective but also serve as a rich foundation for new knowledge. Recognising and valuing this expertise is crucial to fostering trust and engagement. For instance, trainers can incorporate methods like storytelling, reflective exercises, and discussions that allow participants to draw on their past experiences, making the learning process more relatable and impactful.

A supportive and psychologically safe environment is another cornerstone of adult learning. Numerous adults approach education with a degree of vulnerability, perhaps concerned about being judged or making mistakes. Creating a space where learners feel comfortable to ask questions, explore new ideas, and learn from errors without fear of embarrassment is essential. Establishing ground rules for respect, inclusivity, and confidentiality, along with fostering a growth mindset, helps to build this sense of safety.

Relevance is a powerful driver for adult learners. They are motivated when the content directly connects to their personal or professional lives. Learning experiences that highlight practical applications, demonstrate real-world value, and address immediate challenges ensure that learners see the significance of what they are gaining. By integrating practical scenarios, problem-solving activities, and hands-on applications, trainers can link theoretical concepts to tangible benefits.

Autonomy is highly valued by adults, who often prefer to direct their own learning journey. Giving learners the ability to set goals, make decisions, and assess their progress fosters a sense of ownership and responsibility. Activities that encourage self-direction, such as individual projects or flexible pathways through the material, cater to this preference and enhance engagement.

Collaboration plays a vital role in the learning process. Adults benefit from the exchange of ideas, peer feedback, and collective problem-solving. Group discussions, team projects, and peer-to-peer mentoring not only enrich the learning experience but also build a sense of community among participants. Social learning environments allow learners to share their diverse perspectives and draw on the collective knowledge of the group.

For many adults, **learning is deeply rooted in problem-solving**. Rather than focusing solely on content, they often approach education with the aim of addressing specific challenges or achieving clear objectives. Structuring training around real-life problems and tasks allows learners to immediately apply new skills and knowledge, reinforcing the relevance and usefulness of the material.

Flexibility is critical for adult learners, who frequently juggle multiple responsibilities, such as work, family, and community roles. Training that accommodates these demands, through options like self-paced courses, evening sessions, or online modules, ensures that learning fits seamlessly into their lives. **Technology** often plays a pivotal role in this, providing accessible and interactive tools that enhance both engagement and convenience.

Continuous professional development is a defining characteristic of adult learning. In a rapidly evolving world, adults seek opportunities not just for immediate application but also for long-term growth. Lifelong learning enables them to adapt to new environments, acquire skills for future roles, and remain relevant in their fields. Encouraging reflection and offering opportunities for ongoing development ensures that the training extends beyond the immediate context.

Ultimately, effective adult learning hinges on **creating an environment that respects the learners' experiences, provides practical and relevant content, and fosters both autonomy and collaboration**.

Some of these characteristics are summarised in the table below:

Self-Directed Learning	Adults prefer to take control of their learning process. They are more likely to set their own learning goals, seek resources, and evaluate their progress. They appreciate having autonomy and the ability to direct their own learning journey.
Experiential Learning	Adults bring a wealth of experiences to their learning environment. These experiences are a rich resource for new learning. They prefer practical, hands-on approaches and learning that connects theory to real-world applications.
Relevance-Oriented	Adults need to understand why they are learning something. They are motivated to learn when the content is relevant to their personal or professional lives. Practicality and applicability are crucial; they want to see the immediate value in what they are learning.
Problem-Solving Approach	Adults tend to be problem-cantered rather than content-oriented. They are motivated to learn when they perceive that it will help them solve real-life problems or challenges. Learning is often most effective when it is contextualized within actual tasks or problems they face.
Readiness to Learn	Adults are ready to learn when they experience a need to know or do something in order to perform more effectively in some aspect of their life. This readiness is often triggered by life changes, such as career shifts, family responsibilities, or personal goals.
Intrinsic and Extrinsic Motivation	While adults can be motivated by external factors such as promotions or salary increases, intrinsic factors such as personal growth, satisfaction, and a desire for self-improvement often play a significant role. Adults learn best when they find personal meaning and see the benefits of the learning experience.
Collaborative Learning	Adults benefit from collaborative and social learning environments. Group discussions, peer feedback, and collaborative projects can enhance the learning process by allowing adults to share experiences, perspectives, and knowledge.
Use of Technology	Many adults are comfortable with and benefit from the use of technology in learning. Online courses, webinars, and digital resources can offer flexibility and accessibility that fit into busy adult lives. Technology also provides opportunities for interactive and engaging learning experiences.
Balancing Life Commitments	Adult learners often juggle multiple responsibilities, including work, family, and community roles. Flexible learning schedules and formats that accommodate these commitments are essential. Evening classes, online learning, and self-paced courses are popular among adults.
Continuous Learning and Development	Lifelong learning is a key concept for adults. In a rapidly changing world, continuous development is necessary for both personal and professional growth. Adults engage in ongoing education to keep up with changes in their field, learn new skills, and adapt to new environments.

Table 1: Characteristics of adult learning

c) Fostering Active Learning Approach

Traditional, trainer-centred models of instruction continue to prevail across many training settings, including those designed for home visitors. These approaches typically position the trainer as the primary source of expertise, with learning objectives, content, and delivery methods determined in advance. The emphasis is placed on the transmission of information through lectures, presentations, and structured materials, where participants are largely passive recipients of knowledge.

While such methods can be effective for conveying foundational knowledge within a limited timeframe, they often limit learner's engagement, critical reflection, and the practical application of concepts in real-world settings. For home visitors—who must navigate complex family environments, build trusting relationships, and respond flexibly to diverse needs—such passive models cannot fully equip them with the essential relational, reflective, and adaptive skills required for effective practice.

This training therefore provides resources that enable active learning as an approach that is more effective in building of the skills and competences of home visitors.

Research is showing that after 3 days of training participants will retain approximately…….

- 10% of what they read
- 20% of what they heard
- 30% of what they saw
- 50% of what they both saw and heard
- 70% of what they saw, heard and discussed
- 90% of what they saw, heard, said and did

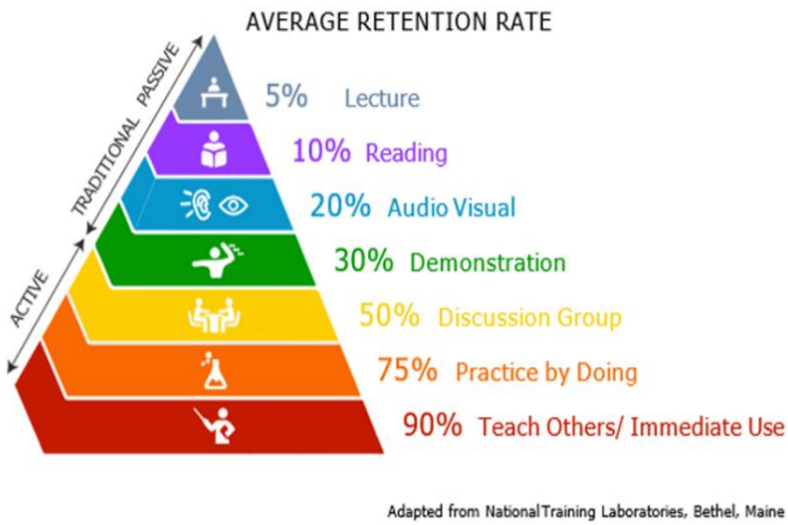

Figure 2: Learning pyramid

Adult learning principles should be the base for effective interactive training for home visitors.

Interactive training places home visitors at the centre of the learning process, creating a dynamic and tailored experience that responds to their individual needs, backgrounds, and learning styles. Through active participation—such as discussions, problem-solving, hands-on activities, and real-world applications—trainers help bridge the gap between theory and practice, ensuring that learning is relevant, practical, and immediately useful in the field.

This approach fosters a collaborative and inclusive environment, where diverse perspectives are respected and encouraged. It strengthens critical skills such as communication, teamwork, and reflective thinking—essential competencies for home visitors working with families in diverse contexts. Continuous feedback and structured opportunities for reflection help learners recognize both their strengths and areas for growth, supporting professional development and adaptability. Interactive training also allows trainers to adjust to different learning paces and styles, creating a personalized and supportive learning journey.

By maintaining engagement through meaningful and enjoyable methods, interactive training motivates home visitors and fosters a lasting commitment to learning and improvement. More than a technique, it is a transformative philosophy that equips home visitors with the skills, confidence, and resilience necessary to thrive in their critical roles.

The following points highlight key differences between traditional teaching approaches and interactive learning methods, particularly in how they engage learners and shape the learning process.

Traditional teaching

The primary objective is to convey a significant volume of content efficiently.

The trainer functions as both the principal source of information and subject matter expert.

Learners are positioned as recipients, with an emphasis on listening and information retention.

The content and structure of the training are solely defined by the trainer.

The approach is trainer-centered, with a focus on direct instruction and knowledge delivery.

Interactive learning

The training is designed to promote measurable changes in participants' knowledge, attitudes, and behaviors.

The trainer assumes the role of facilitator, guiding learning experiences and collaboratively building knowledge with participants.

Learners are expected to engage in a range of activities, including listening, observing, discussing, practicing, reflecting, and solving problems.

The training model is learner-centered, prioritizing active engagement and the application of knowledge.

The content is developed in partnership between the trainer and participants, aligning with identified needs and objectives.

The table below outlines key principles that shape interactive training, ensuring a learner-centred, practical, and inclusive experience for home visitors.

Principle	Description
Learner-Centred Focus – Empowerment through engagement	Every learner brings unique needs, interests, and learning styles. Interactive training places the learner at the centre, encouraging active participation and tailoring the experience to each individual.
Active Learning – Learning by doing	Moving beyond passive lectures, interactive training engages learners through discussions, problem-solving, and hands-on activities, making learning experiential and impactful.
Collaboration and Communication – Peer and shared learning	Learning is deepened through collaboration. Interactive training fosters open dialogue, improves communication skills, and promotes teamwork by encouraging learning from both peers and trainers.
Critical Thinking and Problem-Solving – Applying knowledge thoughtfully	Learners are encouraged to think critically and address challenges directly, developing the ability to make informed decisions and apply learning to real-world situations.
Continuous Feedback and Reflection – Ongoing growth	Interactive training provides regular feedback and creates space for reflection, helping learners identify strengths, address areas for improvement, and support continuous professional development.
Adaptability and Flexibility – Personalised learning	Interactive training adapts to the diverse backgrounds, needs, and learning styles of participants, ensuring a flexible and responsive learning environment.
Engagement and Motivation – Learning with enthusiasm	By creating an engaging and dynamic learning experience, interactive training keeps learners motivated, committed, and energized throughout their learning journey.
Real-World Relevance – Bridging theory and practice	Training focuses on practical, real-world applications to ensure that learning is directly transferable to the learner's daily work and professional challenges.
Inclusivity – A sense of belonging	Interactive training values and respects diverse perspectives, creating an inclusive environment where every participant feels welcomed and contributes meaningfully to the learning process.
Continuous Improvement – A culture of lifelong learning	Grounded in feedback and current research, interactive training evolves continuously to remain effective, relevant, and impactful in meeting learners' changing needs.

Table 2: The key principles of interactive training approach

The active training approach is grounded in **Bloom's Taxonomy**, which stresses that learners are expected to go beyond simply recalling information. They must not only remember and understand key concepts, but also apply them in practice, analyse situations, synthesise knowledge from different sources, and critically evaluate outcomes.

At the affective level, it is equally important that learners move beyond passively receiving information to valuing, reflecting on, and internalising it to shape their attitudes and behaviour.

For home visitors, this deeper learning is crucial. Their work demands more than theoretical understanding—it requires the ability to apply knowledge in diverse family contexts, analyse complex situations, and make thoughtful, adaptive decisions. Home visitors must also embody core professional values, such as empathy and respect, and consistently integrate them into their practice.

To achieve this, active learning experiences—such as practice, reflection, and feedback—are essential for building mastery, critical thinking, and confidence.

The following chart illustrates how these levels of learning are interconnected and how learning deepens as participants progress toward professional competence.

	DOMAINS		
Level	Cognitive	Affective	Behavioural (Skill)
1	**Having it** Acquiring the knowledge, facts, and theories so that I can read them, quote them, and refer to them when appropriate.	**Receiving** The person is willing to listen and hear about the experiences, values, beliefs, or feelings of others in the room.	**Perception of the Behaviour/ Skill** The person becomes aware that a particular skill is involved in performing an act, usually through description or demonstration.
2	**Understanding it** Comprehending what I have acquired so that I understand it well enough to explain it to others.	**Responding** The person is willing to talk about their own experiences, values, beliefs, or feelings. Note: It is important to recognise that operating at Level 2 assumes there is sufficient trust and safety for participants to feel reasonably comfortable listening to others and sharing their experiences.	**Readiness to Attempt the behaviour/skill** The person is given an opportunity to prepare for practising the skill.
3	**Applying it** Being able to apply the cognitive information appropriately.	**Valuing** The person has opportunities to examine different ways to interpret experiences and explore the worth of other perspectives.	**Guided practice** The person attempts the skill with feedback and guidance from others.
4	**Being able to** break information into its component parts and consider the relationships between them.	**Self-Evaluation** The person explores how new interpretations or perspectives might change their views on past and future experiences and relationships.	**Simple Mastery** Through practice, the person learns to use the basic skill with ease.
5	**Recombining it** Being able to synthesise the component parts of information in new ways, arriving at new knowledge, understanding, or applications.	**Self-Evaluation** The person explores how these new perspectives might influence how they view past and future experiences and relationships.	**Complex Mastery** By facing opportunities to use the skill in difficult situations and receiving feedback on performance, the person gains further mastery.

Table 2 Bloom's Taxonomy

Additional essential framework for interactive, adult-cantered training is **Kolb's Experiential Learning Cycle (1984)**, which explains how people learn most effectively through experience. The model outlines a continuous four-stage learning process:

1. **Concrete Experience** – Actively engaging in a new or reinterpreted experience.
2. **Reflective Observation** – Stepping back to examine the experience from multiple perspectives.
3. **Abstract Conceptualisation** – Drawing conclusions and developing theories based on reflections.
4. **Active Experimentation** – Applying new knowledge and strategies in real-life situations.

The cycle repeats continuously, with each completed loop informing and enhancing the next, deepening understanding and refining skills over time.

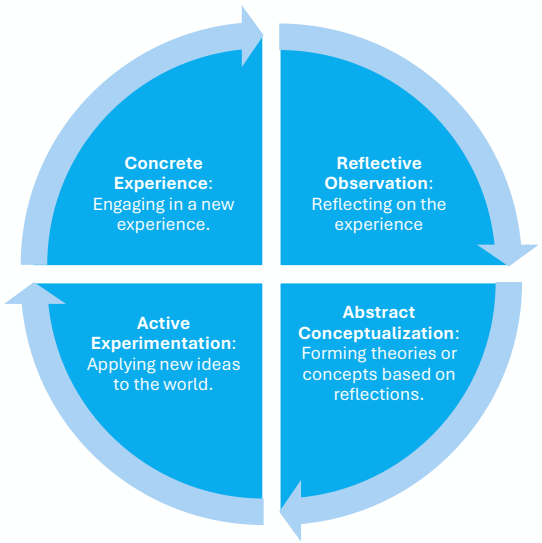

Figure 2: Kolb's Experiential Learning Cycle

Kolb also identified four learning styles that correspond to different combinations of the stages:

- **Diverging** (feeling and observing)
- **Assimilating** (thinking and observing)
- **Converging** (thinking and doing)
- **Accommodating** (feeling and doing)

Recognising these styles helps trainers tailor their methods to match learners' preferences, fostering more engaging and impactful learning.

Home visitors work in dynamic, real-world environments where they must adapt to diverse family situations and respond to complex needs. Kolb's model is highly relevant as it mirrors the way home visitors naturally develop their competences—through direct interaction with families (Concrete Experience), reflection on these encounters (Reflective Observation), conceptualising strategies (Abstract Conceptualisation), and testing these approaches in future visits (Active Experimentation).

By applying Kolb's cycle, home visitors are encouraged to move beyond passive learning. Instead, they actively integrate theory and practice, becoming more reflective, adaptable, and solution-oriented in their work with families.

When combined with Bloom's Taxonomy, Kolb's model becomes even more powerful. Together, they create a structured approach to skill-building:

- Concrete Experience (Kolb) aligns with Remembering and Understanding (Bloom) as learners engage in activities and grasp essential knowledge.
- Reflective Observation aligns with Analysing and Evaluating, encouraging critical reflection and deeper insight.
- Abstract Conceptualisation connects to Understanding and Creating, where learners form new ideas and frameworks.

- Active Experimentation links with Applying and Creating, as learners implement and test new strategies in real-world settings.

For trainers of home visitors, combining these frameworks helps structure training that goes beyond knowledge transfer. They create experiences that promote:

- Critical thinking and self-reflection,
- Problem-solving in complex family contexts,
- Practical application of skills,
- Continuous professional growth.

Ultimately, this approach leads to more confident, competent home visitors who are equipped to make a meaningful impact on the families and young children they serve.

- It mirrors how home visitors work in the field: experience, reflect, conceptualize, and adapt.
- Encourages practical application immediately.
- Strengthens soft skills such as empathy, critical thinking, and flexibility—key for engaging with families.
- Supports ongoing learning, not just during training but in everyday practice.

The table 4 outlines examples of training activities and techniques that demonstrate the practical application of theoretical frameworks.

Interactive training technique	Description	Benefits
Group Discussions and Brainstorming	Participants engage in discussions on a specific topic, share ideas, and solve problems collaboratively	Encourages knowledge sharing, brings diverse perspectives, enhances problem-solving skills, and helps participants learn from each other.
Role-Playing	Trainees are given roles to act out scenarios relevant to their work environment.	Enhances understanding of real-world situations, develops empathy by seeing different viewpoints, and improves communication and negotiation skills.
Deepening Scenario Analysis (Vir-Technique)	A structured method to explore the complex role of home visitors (HVs) by gradually introducing detailed family scenarios. It encourages step-by-step analysis, experience sharing, and deeper understanding of HV responsibilities.	Clarifies the HV's role in supporting child well-being, enhances critical thinking and assessment skills, promotes collaboration and use of community resources, and builds empathy and shared learning among participants.
Case Studies	Real-life or hypothetical scenarios are provided, and participants are asked to analyse and solve problems presented in the case and encouraged to present their analyses to the group.	Encourages critical thinking and problem-solving, allows participants to apply theoretical knowledge in practical contexts, and fosters group discussion.

Interactive training technique	Description	Benefits
Mock-ups	Realistic scenarios (real life situations) are recreated, allowing participants to practice skills or make decisions in a controlled setting.	Provides experiential learning, bridges the gap between theory and practice, and allows trainees to make mistakes and learn in a safe environment.
Peer Teaching	Participants take turns teaching a concept or skill to their peers.	Enhances understanding through teaching, builds participants' confidence, and encourages collaboration.
Think-Pair-Share	Trainees first think about a question individually, then discuss their thoughts with a partner, and finally share with the larger group.	Stimulates reflection, improves communication skills, and allows all participants to share and compare ideas, including those who may be shy in larger groups. This technique is particularly useful for engaging introverted participants who may feel more comfortable sharing their ideas in smaller groups before contributing to a larger discussion.
Hands-On Activities	Participants engage in practical tasks related to the topic being covered, often in a hands-on manner.	Provides direct experience, reinforces learning through practice, and makes complex concepts easier to understand.
Debates	Participants are divided into groups and assigned opposing viewpoints to discuss.	Encourages critical thinking, helps participants see multiple perspectives, and enhances communication and persuasion skills.
Learning Stations or Rotational Activities	Participants move between different stations, each with a specific activity or topic to explore.	Breaks the monotony of traditional training, caters to different learning styles, and ensures a varied and dynamic learning experience.
Problem-Based Learning (PBL)	Participants are presented with a problem and asked to work in groups to come up with solutions.	Encourages critical thinking, enhances teamwork, and allows participants to practice problem-solving in real-life contexts.
Interactive Polls and Quizzes	Trainers use tools like online polling (e.g., Mentimeter, Kahoot) or live quizzes to engage participants.	Checks participants' understanding, provides instant feedback, and keeps learners engaged through gamification.

Interactive training technique	Description	Benefits
Storytelling and Personal Experiences	Trainers or participants share stories or real-life experiences related to the topic.	Makes learning more relatable, helps contextualize abstract ideas, and fosters emotional engagement.
Fishbowl	A small group or pairs of participants discuss a topic while others observe. Observers can join the discussion by "tapping" into the fishbowl.	Encourages active listening, allows participants to learn from observation, and promotes deeper discussion.
Jigsaw Learning	The topic is divided into sections, and each participant or group becomes an "expert" on one section. They then teach their part to the others.	Encourages cooperative learning, helps break down complex topics, and allows participants to take ownership of their learning.
Mind Mapping and Visual Techniques	Participants create mind maps or diagrams collaboratively to organize information on a particular topic.	Encourages creative thinking, helps participants visualize connections, and reinforces learning by linking ideas visually.
Gamification	Elements of games are integrated into the learning process.	Increases motivation and engagement, provides instant rewards, and makes the training more enjoyable.
Reflective Practice and Journaling	Participants take time to reflect on what they have learned and how they will apply it, often in written form.	Encourages deeper learning, helps participants make personal connections to the material, and supports ongoing self-assessment.
Speed Networking for Knowledge Sharing	Participants have brief, timed discussions with different people to share knowledge or ideas.	Encourages networking, exposes participants to a wide range of ideas, and promotes the exchange of knowledge efficiently.
Action Learning Projects	Participants work on a project or challenge that is directly related to their work, often as a group, and then report on their findings.	Ensures that learning is applied, fosters teamwork, and addresses real-world problems.
Gallery Walk	Participants create posters or visual representations of what they've learned, and these are displayed for others to "walk" around and view.	Encourages creativity, facilitates discussion, and allows participants to present information in a more visual, engaging way.
Icebreakers and Energizers	Quick, fun activities used to warm up the group, increase comfort, or re-	Breaks down barriers between participants, creates a more relaxed

Interactive training technique	Description	Benefits
	energize participants during long training sessions.	learning environment, and promotes group bonding.
5 Whys technique	A problem-solving method used to explore the root cause of an issue by asking "Why?" five times (or as many times as needed). Each answer forms the basis of the next "Why" question, digging deeper into the underlying cause of the problem.	Helps identify the root cause of an issue, simple and easy to implement in any problem-solving context, encourages critical thinking and continuous improvement.
Four Corners Debate	Each corner of the room represents a different opinion or stance on a topic. Participants move to the corner that represents their view and debate with others.	Encourages participants to express their opinions openly, helps them understand diverse perspectives, and facilitates active engagement.
Videos	Trainers use video-based scenarios with embedded questions or decision points that participants must respond to in real-time.	Makes learning more dynamic and relatable, allows for immediate feedback, and enhances problem-solving and decision-making skills.
Silent Discussions	Participants write their thoughts and reactions to a prompt on a large sheet of paper or whiteboard instead of discussing aloud. They can then respond to others' comments in writing.	Allows quieter participants to express their views, encourages thoughtful responses, and provides a record of ideas to revisit later.

Table 3: Interactive training techniques

This list is not exhaustive, and trainers can pick other activities, techniques and strategies. Choosing the best strategy depends on several factors, such as:

- The Training Objectives: Whether you want participants to gain knowledge, develop skills, or change attitudes.
- Participants' Background: Consider participants' experience levels, cultural backgrounds, and learning preferences to select strategies that resonate.
- Time and Resources Available: Interactive strategies require varying levels of preparation and time. Choose a strategy that fits within your available timeframe and resources.
- Group Size: Some strategies, like group discussions, work best with smaller groups, while activities like polling can work with any size.

IV. Home Visitors Trainers Competency Framework

The role of trainers for home visitors is critical in preparing professionals who work with families and young children, often in vulnerable or complex situations. Home visitors must be equipped with a broad range of knowledge, practical skills, and the right attitudes to support early childhood development and family well-being effectively. To ensure high-quality outcomes, trainers themselves must possess advanced competencies in not only their subject matter but also in adult learning principles, cultural sensitivity, and people skills.

This competency framework for trainers of home visitors outlines the essential attributes required for trainers to facilitate impactful and transformative learning experiences. It is designed to guide training organizations, educational institutions, and employers in developing curricula, assessing trainer effectiveness, and promoting professional growth within the field. It can also be used for the self-assessment and setting of individual development goals of future trainers. By mastering these competencies, trainers will foster a generation of home visitors capable of delivering meaningful services to families and young children. Core competences and additional qualities are presented in the Table 5.

Core Competencies for Trainers of Home Visitors	
Subject Matter Expertise	• **Deep Knowledge**: Trainers must have a thorough understanding of early childhood development, family dynamics, and the home visiting model. Their expertise should include a command of key theories, evidence-based practices, and the latest research in the field. This ensures that they can deliver content that is both accurate and relevant to real-world applications. • **Clarity in Explanation**: Trainers should break down complex topics into understandable segments, providing explanations that resonate with different learning levels. They must be able to anticipate common questions and address misconceptions, ensuring that participants grasp the key concepts. • **Real-Life Application**: Theories and frameworks must be complemented by real-world examples. Trainers should share practical challenges encountered in the field and provide solutions that home visitors can apply in their daily work. This helps bridge the gap between theory and practice, making the training more relatable.
Engaging and Interactive Style	• **Active Participation**: Effective trainers use interactive teaching methods that engage participants in meaningful ways. Techniques like group discussions, case studies, role-playing, and hands-on exercises encourage active learning and collaboration. • **Creating a Comfortable Learning Environment**: Trainers must establish a space where participants feel safe to contribute, ask questions, and share their experiences. This environment encourages open dialogue, promotes deeper learning, and helps participants feel more connected to the content.
Adaptability	• **Tailoring the Training**: Each group of participants will have varying levels of experience, knowledge, and engagement. Trainers must be flexible

	in adapting their style, content, and pace to meet these differing needs. For instance, when working with a more experienced group, trainers may focus on advanced topics and case studies, while with beginners, they may emphasize foundational concepts and basic skill development. • Cultural Sensitivity: Trainers must also be sensitive to the cultural backgrounds of participants. This involves acknowledging and respecting diversity, adapting examples, language, and teaching strategies to reflect the experiences of a multicultural audience.
Communication Skills	1. Clarity and Simplicity: Trainers need to simplify complex concepts, using accessible language to ensure understanding. They should avoid unnecessary jargon, providing definitions and explanations when introducing technical terms. 2. Non-Verbal Communication: Effective trainers pay attention to body language, facial expressions, and tone of voice, as these non-verbal cues can significantly impact the learning environment. Engaging eye contact, positive gestures, and an approachable demeanour enhance communication and help build rapport with participants. 3. Active Listening: Trainers should listen attentively to the concerns and feedback of participants, responding thoughtfully. This two-way communication fosters a deeper connection and ensures that participants feel heard and respected.
Empathy and Interpersonal skills	• Understanding Trainee Challenges: Empathy allows trainers to understand the pressures and challenges participants may face in their roles as home visitors. This awareness helps trainers create a supportive learning environment where participants feel understood and valued. • Managing Group Dynamics: Trainers must be skilled at managing different personalities and interactions within the group. Emotional intelligence enables them to handle conflicts, diffuse tension, and maintain a positive group atmosphere. This creates a conducive learning environment where all participants feel respected and engaged.
Facilitation Skills	• Guiding Learning: Rather than simply delivering lectures, trainers should act as facilitators, encouraging participants to share their own insights and experiences. Facilitating discussions around case studies or real-life situations allows participants to draw meaningful connections between the material and their work. • Fostering Peer Learning: Trainers should create opportunities for peer-to-peer learning, where participants can learn from each other's experiences. This collaborative learning approach leverages the collective knowledge of the group and deepens the training experience.
Feedback Orientation	• Providing Constructive Feedback: Timely, specific, and actionable feedback is critical to helping participants improve. Trainers should offer feedback that highlights both strengths and areas for growth, always focusing on how participants can refine their practice. • Soliciting Feedback: Trainers should also seek feedback on their own performance and the effectiveness of the training. This continuous feedback loop allows trainers to adjust their methods to better meet the needs of participants and enhance the training experience.

Practical and Relevant Content Delivery	• **Real-Life Scenarios**: Trainers must ensure that the content is directly applicable to the work of home visitors. By incorporating real-life scenarios, case studies, and problem-solving exercises, trainers help participants see the relevance of the material in their daily tasks. • **Hands-On Application**: Practical exercises, such as role-playing or simulated home visits, give participants the opportunity to practice skills in a safe learning environment, preparing them for real-world application.
Patience and Flexibility	• **Respect for Different Learning Paces**: Learning is a process that varies for each individual. Trainers must exercise patience, recognizing that participants may require different amounts of time and support to fully grasp new concepts. • **Adjusting Expectations**: Flexibility is key when dealing with different learning styles and paces. Trainers should be prepared to modify activities, timelines, or expectations to ensure that all participants can engage with and understand the material.
Passion and Enthusiasm	• **Inspiring Participants**: A trainer's enthusiasm for the subject matter can significantly influence participant engagement. Passionate trainers not only impart knowledge but also inspire their audience, making the learning experience enjoyable and motivating participants to apply what they learn.
Effective Questioning Techniques	• **Encouraging Critical Thinking**: By using open-ended questions, trainers can stimulate critical reflection and encourage participants to engage more deeply with the content. Thought-provoking questions help participants relate the material to their work and think creatively about solutions to challenges.
Organisation and Preparedness	• **Structured Sessions**: Trainers must meticulously plan their sessions to ensure a logical progression of topics and activities. Effective time management allows them to cover essential content while providing flexibility for in-depth exploration of complex issues. • **Preparedness**: Trainers should be fully prepared with all necessary materials, technology, and resources, anticipating potential challenges and troubleshooting them before they arise.
Creating a Safe Learning Environment	• **Fostering Inclusivity**: A safe and inclusive learning environment encourages participants to ask questions, share experiences, and take risks without fear of judgment. Trainers should establish ground rules that promote mutual respect and openness. • **Building Trust**: Trainers who are approachable and empathetic help build trust, allowing participants to feel more comfortable engaging in the learning process.
Cultural Sensitivity	• **Adapting to Diversity**: Trainers must be culturally sensitive and inclusive, recognizing the diverse backgrounds of participants. They should adapt

	their training methods to reflect these cultural differences, ensuring that all participants feel valued and respected. • **Inclusive Content**: Trainers should integrate culturally relevant examples and case studies, making the training relatable and accessible to participants from diverse backgrounds.
Storytelling Ability	• **Engaging Through Narratives**: Trainers who use storytelling effectively can make abstract concepts more tangible and relatable. Personal stories or case studies can illustrate how theoretical knowledge is applied in practice, making the material more memorable and impactful.
Encouraging Self-Reflection	• **Promoting Personal Insight**: Trainers should encourage participants to engage in self-reflection through activities such as journaling or group discussions. This reflective process helps trainees internalize the material, set personal goals, and apply their learning to their professional settings.
Technological Proficiency	• **Integrating Technology**: Trainers must be proficient in using virtual platforms, multimedia tools, and interactive applications. In today's increasingly digital training environments, technological competence is essential for delivering engaging and accessible content.
Mentorship Mindset	• **Ongoing Support**: Trainers should take on a mentorship role, offering guidance and support beyond the training session. By fostering a mentorship relationship, trainers can help participants continue their professional growth and address challenges as they arise.
Additional Qualities	
• **Respect**: Trainers should demonstrate respect for all participants, ensuring that everyone feels heard and valued.	
• **Ambiguity Tolerance**: Trainers should remain calm and effective in unfamiliar or unpredictable situations, maintaining positive relationships even in challenging circumstances.	
• **Non-Judgmental Approach**: Trainers must be open to diverse perspectives and withhold judgment until fully understanding different viewpoints.	
• **Self-Awareness and Reflectiveness**: Trainers should engage in regular self-reflection to foster their own personal and professional growth, recognizing their strengths and areas for development.	
• **Diversity Acceptance**: Trainers must appreciate and embrace the diversity of values, beliefs, and behaviours within their training groups, fostering a learning environment where all feel included.	
• **Humorous Engagement**: Trainers can use humour to create a relaxed atmosphere, alleviate stress, and enhance engagement during training sessions.	

Table 4: Competency framework for trainers of home visitors

V. Home Visitors Competency Framework

As mentioned before, home visitors play a pivotal role in promoting the health, optimal nutrition, development, and well-being of young children and their families, particularly those in vulnerable circumstances.

By providing personalised, in-home support, home visitors empower parents and caregivers to foster their children's health and development in safe, nurturing environments. To succeed in this role, home visitors need a diverse set of competencies, enabling them to build trusting relationships with families, assess developmental needs, and offer evidence-based guidance on parenting practices. This framework serves as a comprehensive guide for professionals, organisations, and policymakers to develop effective training programmes, performance standards, and support systems for home visitors. It emphasises a holistic, family-centred approach that recognises the diverse challenges and strengths of families served.

The framework delineates the core competencies expected of home visitors. Each domain specifies the capabilities required to effectively engage families, enhance holistic child development, and strengthen parenting skills and family resilience. Collectively, these competencies underpin the provision of high-quality home visiting services, ensuring a sustained and positive impact on young children and their families.

Core Competencies of Home Visitors	
Knowledge and expertise	• **Child Development:** In-depth knowledge of typical developmental milestones from birth to six years, including cognitive, emotional, social, and physical aspects. Familiarity with developmental theories supports the early identification of delays and informed intervention strategies. • **Parenting Practices:** Understanding diverse parenting approaches and guiding families in positive practices, such as secure attachment, emotional regulation, and constructive discipline. • **Health, Nutrition and Safety:** Knowledge of essential health and safety topics, including nutrition, hygiene, immunisation, and accident prevention, ensuring a safe environment for children. • **Family Dynamics:** Awareness of diverse family structures, cultural contexts, and socio-economic factors influencing parenting. • **Risk Factors and Adversity:** Understanding the impact of adverse childhood experiences (e.g., trauma, poverty, domestic violence) to provide adequate support and make appropriate referrals when necessary. • **Early Learning:** Proficiency in early learning strategies, including play-based learning, literacy, and numeracy. • **Community Resources:** Familiarity with local services, such as healthcare, social work, and early childhood education programmes, to guide families towards appropriate support systems.
Communication Skills	• **Building Trust and Rapport** – Establishing a safe and welcoming environment where caregivers feel comfortable sharing their experiences, concerns, and questions. • **Active Listening** – Demonstrating genuine interest in caregivers' perspectives by giving full attention, acknowledging their feelings, and responding in a way that validates their experiences. • **Explaining Complex Concepts Simply** – Breaking down complex topics such as child development, responsive parenting, or health and

	nutrition into everyday language using relatable examples, storytelling, and visual aids. • Adapting Communication Styles – Recognising that each family has different literacy level, cultural background, and preferred ways of learning. Adjusting language, tone, and approach to ensure information is meaningful and actionable for caregivers. • Encouraging Two-Way Communication – Creating space for families to express their thoughts and engage collaboratively. • Flexibility and Adaptability in Communication - Adjusting tone and approach to align with a family's comfort level. • Using Nonverbal Communication Effectively – Being mindful of facial expressions, gestures, and tone of voice and conveying warmth, encouragement, and understanding nonverbally. • Providing Constructive and Supportive Feedback – Acknowledging caregivers' efforts while gently addressing areas for growth.
Empathy and Interpersonal Skills	• Building Genuine Relationships with Families: Developing trust through care, reliability, and non-judgmental attitudes. • Emotional Attunement: Picking up on verbal and nonverbal cues to understand unspoken concerns and validating emotions when families share challenges or uncertainties. • Approaching Families with Compassion and Understanding: Recognising the difficulties families may face such as financial stress, mental health struggles, or social isolation. • Avoiding Blame or Criticism: Being mindful of past trauma and providing encouragement and strengths-based support with sensitivity. • Helping Families See the Impact of Their Interactions with Children: Fostering caregiver confidence and pride by emphasizing the positive impact of their interactions, using a strengths-based approach. • Navigating Difficult Conversations with Sensitivity: Addressing challenging topics, such as developmental concerns, vaccine hesitancy, parenting struggles, or family stress with professionalism. • Demonstrating Consistency and Reliability: Reinforcing trust through dependable support: • Managing Personal Emotions and Boundaries: Balancing empathy and professionalism by maintaining objectivity while offering warmth and support.
Providing Thoughtful and Adaptive Support	• Tailoring Support to Each Family's Needs: Adapting information and strategies to each family's unique strengths, challenges, and needs. • Responding to Unexpected Challenges: Remaining calm and flexible when navigating sudden changes, crises, or distractions during visits. • Working with Families in Different Home Environments: Engaging families effectively in any setting, creatively overcoming space, stress, or safety limitations. • Adjusting to Changing Family Circumstances: Recognising shifts in family dynamics or needs and adjusting support and strategies accordingly. • Modifying Approaches Based on Caregiver Readiness: Introducing new practices sensitively, respecting each caregiver's readiness and comfort level.
Observation and Assessment skills	4. Observing Child Development, Health, Nutrition, and Family Dynamics: Monitoring children's growth, nutrition, behaviour, and family interactions to assess their overall well-being and environment. 5. Using developmental screening tools effectively: Utilize appropriate tools to assess children's development and caregiver well-being, while acknowledging the tools' limitations and non-diagnostic purpose.

	6. **Respecting and Integrating Parents' Perspectives:** Recognize parents as key partners by valuing their knowledge of the child and observations, and actively incorporating their insights into assessments, planning, and decision-making.
Applying New Technologies	• **Providing remote support:** Use video calls, messaging apps, or phone consultations to maintain contact and offer guidance when in-person visits are not possible. • **Sharing educational resources digitally:** Sending materials through accessible platforms. • **Adapting Technology Use to Family Needs:** Choosing tools that match family's access to technology digital literacy and comfort level. • **Maintaining Privacy and Confidentiality:** Complying with privacy regulations in all digital interactions.
Effective Planning and Preparedness	• **Planning Purposeful Visits:** Structuring each visit with clear goals while staying flexible to meet the family's immediate needs. • **Effective Time Management:** Using time wisely to address key topics while allowing space for deeper conversations. • **Being Fully Prepared:** Coming to the visit equipped with the right materials and a plan to manage challenges and support the family smoothly.
Mentorship Mindset	• **Empowering and Strengths-Based Approach:** Encourages self-confidence by helping families take ownership of their decisions and actions. • **Guidance and Facilitation:** Acts as a guide rather than an instructor by facilitating family-led learning and problem-solving. • **Modelling Positive Practices:** Demonstrating nurturing and effective parenting behaviours for caregivers to observe and adopt. • **Providing Constructive Feedback:** Giving timely, supportive, and actionable guidance to parents. • **Promoting Autonomy and Resilience:** Supporting families to become self-reliant and resilient.
Additional Qualities	
• **Keeping the child in mind**: Prioritizing the child's well-being and holistic development.	
• **Professional Practice:** Adhering to ethical standards, maintaining confidentiality, and engaging in reflective practice to uphold the integrity of the profession.	
• **Passion and Enthusiasm:** Bringing energy and commitment to inspire families and foster confidence in parenting and child development.	
• **Respect**: Ensuring all family members feel heard and valued.	
• **Non-Judgmental Approach**: Creating a safe, respectful, and inclusive space for all families regardless of their background or challenges.	

• **Diversity Acceptance**: Respecting and embracing diverse family values and cultural sensitivity.
• **Commitment to Equity and Inclusion:** Providing respectful, high-quality support to all families, while recognizing and honouring diverse backgrounds and needs.
• **Self-Awareness and Reflectiveness:** Engaging in ongoing self-reflection and self-care to strengthen professional skills, recognize growth areas, and maintain well-being when supporting families.
• **Openness to Continuous Learning:** Committing to lifelong learning by staying informed on best practices and actively developing skills to enhance family support.

VI. Recommended Training Structure

The revised Training Resource Package for Home Visiting Practices provides a structured framework for standardised pre-service and in-service training. It equips Master Trainers and home visitors with the essential knowledge, skills, and strategies needed to effectively support families and promote the wellbeing of young children.

The Resource Package ensures both consistency and quality in content and delivery, while maintaining flexibility for countries to adapt materials to their specific contexts. Drawing on nearly a decade of experience, it reflects best practices and incorporates insights from Master Trainers, home visitors, and subject matter experts.

While priorities such as immunisation, nutrition, and child development are common across regions, home visitors require more than technical expertise to address them effectively. Strong interpersonal and communication skills—such as trust-building, collaboration with communities, and coaching—are equally critical for engaging families and supporting positive outcomes.

6.1. Two-level Training

In this training guide, we propose a two-level (or two-gear) structure to provide greater flexibility and better reflect the realities of training delivery. Dividing the programme into a foundational and an extended training enables facilitators and organisations to structure the learning process into more manageable units—40 hours for the foundational training and 24 hours for the extended—rather than expecting participants to commit to a single, lengthy course. This approach addresses the practical challenges many teams encounter, as dedicating large blocks of time to training in one go is often not feasible due to workload and service delivery pressures. By offering two distinct levels, the programme allows participants to progressively strengthen their competencies, while also enabling more adaptable scheduling to suit a variety of local contexts and organisational capacities.

Level 1: Foundational Training.

The foundational training for home visitors is a comprehensive and integrated program that equips professionals with the essential knowledge, skills, and attitudes to effectively support young children and their families. It offers a broad understanding of child development and nurturing care within a

wider ecological context, encouraging participants to recognize the multiple, interconnected factors that influence a child's early development and well-being.

Aligned with international frameworks such as the Nurturing Care Framework and the Universal Progressive Model of Home Visiting, the training fosters core competencies in relationship-building, communication, developmental monitoring, and holistic family support.

A key aim of the training is to create a mind shift in how home visitors perceive their role, the image of the child, the role of parents, and the contribution of the health sector. Grounded in adult learning principles, the training addresses equity and inclusion while integrating specialized topics such as advanced communication, working with vulnerable families, addressing vaccine hesitancy, fostering father involvement, and endorsing parental mental health. It promotes reflective practice, professional self-awareness, and close cooperation with other services in the community. Through experiential learning methods during the training, participants apply theory to practice while reflecting critically on their own beliefs and attitudes. The recommended duration is five days, with four sessions per day, totalling 40 hours.

Level 2: Extended Training

The extended training level builds on the foundational training and introduces additional topics through the same interactive learning approach. It enables home visitors to develop practical skills and specialised knowledge for addressing a wider range of health, nutrition, and developmental issues that are essential for children and their caregivers.

The programme strengthens home visitors' ability to support families across key stages of parenting—from prenatal care and the transition to parenthood to early childhood milestones. It enhances their capacity to promote holistic child wellbeing by fostering responsive feeding, healthy daily routines, and safe, nurturing home environments.

A strong emphasis is placed on preventing violence, abuse, neglect, and unintentional injuries. The training also focuses on building healthy parent–child attachment, supporting families with common parenting challenges, and promoting effective strategies to enhance child development through loving interactions, play, and early reading.

The training prepares participants to provide targeted support to families in vulnerable situations, including those caring for premature newborns or requiring more intensive and referral-based interventions.

The programme is designed to be delivered over three days (24 hours), with 4 to 5 sessions per day of varying lengths.

Note: The extended training can be expanded to three and a half days with longer breaks. However, considering the limited availability of professionals to be away from their workplaces, a three-day format is recommended. Countries are encouraged to extend or adapt the training duration based on their specific needs.

6.2. Expected Outcomes for the Two-Level Training

Upon completing both levels of the training, participants will be equipped with a comprehensive set of competences aligned with the essential roles of home visitors. These outcomes will empower them to support young children and families holistically, paying particular attention to critical aspects such as immunisation, nutrition, responsive caregiving, and child safety, all within the nurturing care framework. Upon completing both levels of the training, participants will demonstrate:

Improved knowledge about:

- Early childhood development and how the early years form a critical window of opportunity, where nurturing, stimulation, and responsive caregiving directly shape brain architecture, laying the foundation for lifelong learning, behaviour, and health.
- The principles and science behind nurturing care, with a focus on health, adequate nutrition (e.g., breastfeeding, complementary feeding), immunisation, responsive caregiving, safety, and early learning.
- The ecological model of child development, recognising the influence of families, communities, and health systems on children's development, and the role of home visitors.
- Parenting practices that promote secure attachment, emotional regulation, and positive discipline.
- Importance of fathers' involvement for child development and creating safe and stimulating home environment.
- The impact of risk factors (e.g., adverse childhood experiences, trauma, poverty, domestic violence) on children's development and family well-being.
- Family dynamics, cultural diversity, and socio-economic factors that shape caregiving environments.
- Community-based services and resources to which families can be referred for health, nutrition, psychosocial, and early learning support.
- Ethical standards and principles guiding professional home visiting practice, including confidentiality and safeguarding.
- Importance of Universal

Skills for:

- Applying effective interpersonal and communication techniques, including active listening, asking open ended questions, building trust and rapport, and adapting communication styles to meet diverse family needs and educational levels.
- Explaining complex topics—such as child development, health, nutrition, and immunisation—using plain language, visuals, and relatable examples.
- Addressing sensitive issues (e.g., immunisation hesitancy, developmental concerns, parenting challenges) with empathy and professionalism.
- Encouraging two-way communication and fostering caregivers' active participation in problem-solving and decision-making.
- Observing and assessing children's development, nutrition, health, and family interactions, while applying appropriate developmental screening tools.
- Integrating parents' perspectives into assessments, respecting their role as experts on their children.
- Providing tailored support and coaching to families, promoting nurturing care practices that foster optimal child development.
- Facilitating effective collaboration with cross-sectoral partners (e.g., healthcare providers, social services, early education professionals) to ensure comprehensive family support.
- Planning and conducting purposeful and structured home visits that are adaptable to emerging family needs and unexpected challenges.
- Applying digital tools to provide remote support, share educational resources, and maintain family engagement when in-person visits are not possible.
- Upholding data protection and privacy principles during all digital interactions with families.

Attitudes on:

- Maintaining a non-judgmental, strengths-based mindset, empowering families to make informed decisions and build confidence in their caregiving.
- Valuing and respecting the cultural, linguistic, and social diversity of families and adjusting support accordingly.

- Approaching families with empathy, compassion, and emotional attunement, recognizing their unique strengths and challenges.
- Navigating difficult conversations with sensitivity and a focus on building trust and preserving family dignity.
- Prioritising the best interests and holistic well-being of the child in every interaction and intervention.
- Modelling professional integrity by adhering to ethical standards, maintaining boundaries, and engaging in reflective practice.
- Demonstrating self-awareness, recognizing personal biases, emotional triggers, and areas for professional growth.
- Embracing flexibility and adaptability when working in diverse home environments or during unexpected situations.
- Committing to continuous learning by actively seeking opportunities to update knowledge, refine skills, and improve service delivery.
- Embodying a mentorship mindset by guiding, modelling positive practices, and fostering family autonomy and resilience.

6.3. Overview of the Content Covered Across Training Levels

FOUNDATIONAL TRAINING Five days	EXTENDED TRAINING Three days
Revisiting the Image of the Child, Parents, and Existing Home Visiting Practices	Becoming a Parent- Prenatal Visits (Based on Module 23)
Nurturing Care and Ecology of Child Development	Common Parenting Concerns (Based on Module 8)
Early Childhood: A Time of Endless Opportunities (Based on Module 1)	Responsive Feeding (Based on Module 16)
How Adults Learn: Principles of Meaningful Learning and Application in Working with Parents	Healthy Weight, Physical Activity, Screen Time (Based on Module 20)
The Role of Home Visitor (Based on Module 2)	Home Environment and Safety (Based on Module 9)
Providing Services to All Families: Promoting Equity, Inclusion, and Respect for Diversity While Building on Families' Strengths (Based on the Module 11)	Falling in Love- Nurturing Attachment in Parent-Child Relationship (Based on Module 4)
Caring and Empowering: The Strength-Based Approach and Communication with Families to Support Nurturing Care (Based on Module 10)	Keeping Children Safe from Violence, Abuse, Neglect (Based on Module 14)

FOUNDATIONAL TRAINING Five days	EXTENDED TRAINING Three days
Fostering Fathers' Involvement and Building Parental Alliances (Based on Modules 5 and Module 18)	The Care for Small, Premature Newborns at ICU and During Transition to Home (Based on Module 21)
Developmental Monitoring and Screening (Based on Module 13)	First Steps to Preschool (Based on Module 19)
Children Who Develop Differently (Based on Module 12)	The Art of Parenting - Love, Talk, Play, Read (Based on Module 6)
Protecting Young Children from Vaccine Preventable Diseases (Based on Module 22)	
Parental Wellbeing (Based on Module 7 and elements of Module 24)	
Preventing Burnout in Professionals and Supporting Service Quality (Based on Module 17)	
Providing Holistic and Intensified support to Families in Need - Working with other Services (Based on Module 15)	

6.4. Foundational Training - Proposed Agenda and Expected Outcomes

Expected outcomes for the foundational training

Upon completing this level of the training participants will:

Improve knowledge on:

- The holistic nature of early childhood development (birth to six years), including cognitive, emotional, social, language, and physical domains, and the critical role of brain development and early intervention for lifelong health and well-being.
- The evolving image of the child and parenting roles, and how these influence modern home visiting practices that prioritize nurturing care, family strengths, and partnership.
- The principles of nurturing care and the ecology of child development, focusing on the interconnectedness of health, nutrition, immunisation, safety, responsive caregiving, and early learning.
- The role and responsibilities of home visitors in supporting families, including monitoring child development, strengthening parenting practices, and promoting secure attachment through actions such as love, talk, play, and read.

- The impact of social determinants, family dynamics, cultural diversity, and adverse childhood experiences (ACEs) on parenting capacity and child development.
- Developmental monitoring and screening, including how to recognize typical and atypical development and when to refer families to specialized services.
- The significance of caregiver mental health and its direct link to children's well-being, while understanding preventive health measures such as immunisation and nutrition as pillars of healthy development.
- The fundamentals of adult learning, including principles of reflective, collaborative, and participatory learning approaches when working with parents.
- The importance of professional well-being, self-care practices, and organisational strategies to prevent burnout and sustain high-quality service delivery.

Develop Skills for:

- Applying a strengths-based approach to family engagement, empowering parents and caregivers, respecting diversity, fostering father involvement, and building collaborative parenting partnerships.
- Building trust and rapport with families through active listening, positive communication, and conflict-sensitive approaches that foster open dialogue.
- Communicating complex concepts—such as developmental milestones, responsive parenting, nutrition, and vaccine hesitation —in clear, accessible, and culturally sensitive ways.
- Observing and assessing child development, health, nutrition, and family dynamics using appropriate developmental tools, while respecting parental insights and perspectives.
- Providing targeted, practical strategies to families to promote responsive caregiving, early learning, and protective parenting behaviours.
- Supporting families of children who develop differently by adapting recommendations, resources, and referral pathways to meet individual needs.
- Addressing sensitive topics such as immunisation hesitancy, child development concerns, healthy nutrition or family stress with empathy, confidence, and professionalism.
- Applying adult learning principles to facilitate reflective conversations with parents, encourage family-led problem-solving, and model positive parenting practices.
- Collaborating effectively with professionals from other sectors (e.g., health, social services, early education) to ensure holistic support for families, especially those facing vulnerability or adversity.
- Planning and conducting structured, purposeful home visits while remaining flexible to address emerging family needs or unplanned challenges.
- Using digital tools (e.g., video calls, messaging apps) to maintain family contact, provide remote support, and share educational resources while safeguarding privacy and data security.
- Prioritizing self-care and committing to a balanced approach that safeguards personal well-being, reduces stress, and prevents burnout when working in demanding environments.

Strengthen Attitudes on:

- Embracing a family-centred and child-focused approach, consistently prioritizing the well-being and holistic development of the child in all interactions.
- Demonstrating empathy, patience, and compassion when working with families, particularly those facing challenges such as financial hardship, mental health struggles, or social isolation.
- Maintaining a non-judgmental and inclusive mindset, providing services equitably and respecting the diverse backgrounds, values, and experiences of all families.
- Valuing collaborative partnerships with parents and other caregivers, recognising them as experts on their children and partners in nurturing development.
- Demonstrating emotional attunement by recognizing verbal and non-verbal cues and validating caregivers' emotions and lived realities.

- Upholding professional integrity by adhering to ethical standards, maintaining confidentiality, and setting healthy boundaries in relationships with families.
- Fostering a mentorship mindset by supporting family autonomy, building parental confidence, and reinforcing resilience and self-reliance.
- Maintaining self-awareness and engaging in reflective practice to recognize personal biases, emotional triggers, and areas for continuous professional growth.
- Embracing lifelong learning and ongoing professional development to enhance service quality and contribute to systemic improvements in family support services.

Proposed agenda for the foundational training

Day I		
Session I	90 min	Introduction session Getting to know each other Setting the personal professional goals for the training Introducing journaling Presenting the training and addressing expectations and outcomes
Break 30 min		
Session II	90 min	Revisiting the Image of the Child, Parents, and Existing Home Visiting Practices
Break 60 min		
Session III	90 min	Nurturing Care and Ecology of Child Development
Break 30 min		
Session IV	90 min	Early Childhood – A Time of Endless Opportunities

Day II		
Session I	90 min	The Role of Home Visitor - Part I
Break 30 min		
Session II	90 min	The Role of Home Visitor - Part II
Break 60 min		
Session III	70 min	Providing Holistic and Intensified Support to Families in Need: Working with Other Services
Break 30 min		
Session IV	110 min	Providing Services to All Families: Promoting Equity, Inclusion, and Respect for Diversity While Building on Families' Strengths

Day III		
Session I	90 min	Caring and Empowering: The Strength-Based Approach and Communication with Families to Support Nurturing Care – Part I
Break 30 min		
Session II	90 min	Caring and Empowering: The Strength-Based Approach and Communication with Families to Support Nurturing Care – Part II

Break 60 min		
Session III	90 min	Protecting Young Children from Vaccine Preventable Diseases - part I
Break 30 min		
Session IV	90 min	Protecting Young Children from Vaccine Preventable Diseases- part II

Day IV		
Session I	90 min	Fostering Fathers' Involvement and Building Parental Alliances - Part I
Break 30 min		
Session II	90 min	Fostering Fathers' Involvement and Building Parental Alliances – Part II
Break 60 min		
Session III	90 min	Parental Wellbeing
Break 30 min		
Session IV	90 min	Children Who Develop Differently

Day V		
Session I	90 min	Developmental Monitoring and Screening- Part I
Break 30 min		
Session II	90 min	Developmental Monitoring and Screening- Part II
Break 60 min		
Session III	70 min	How Adults Learn: Principles of Meaningful Learning and Application in Working with Parents
Break 30 min		
Session IV	80 min	Preventing Burnout in Professionals and Supporting Service Quality Closing the training

6.5. Extended Training: Proposed Agenda and Expected Outcomes

Expected outcomes

After this training, participants will demonstrate:

Improved knowledge on:

- The parenting journey, including prenatal care, parental mental health during pregnancy, and the transition to parenthood, with an understanding of how these stages impact both caregivers and child development.
- The influence of parental emotional well-being on early bonding and attachment, particularly during stressful periods such as pregnancy complications, NICU stays, or while caring for a sick or premature infant.
- Breastfeeding as a key component of responsive feeding and nurturing care, including its role in promoting infant health, nutrition, and caregiver-infant bonding, as well as how parental stress may affect breastfeeding practices.
- Common parenting concerns, including infant care challenges (e.g., feeding difficulties, sleep patterns), parental stress, and early childhood behaviour.
- Safe and stimulating home environments, including the prevention of accidents and protection against risks such as neglect, abuse, or unintentional injuries.
- The specific needs of vulnerable families, such as those coping with premature birth, hospital-to-home transitions, or families at risk of domestic violence.
- Developmental transitions such as preparing children and families for preschool, with an emphasis on fostering school readiness and socio-emotional adjustment.
- The home visitor's role in supporting caregiver mental health (e.g., stress reduction, addressing parental anxiety), particularly when families are managing difficult circumstances (e.g., NICU stays, parenting premature or sick infants).
- The value of cross-sector collaboration and referral systems in strengthening family support and ensuring access to appropriate psychosocial and medical services.

Skills for:

- Supporting families across different parenting stages by offering tailored guidance and practical strategies on responsive caregiving, child development, and positive parenting, even during pregnancy or when infant is in NICU.
- Coaching families on how to build secure attachment and strengthen the parent-child bond using approaches like love, talk, play, and read, even during pregnancy or when infant is in NICU.
- Empowering parents to create safe, stimulating, and health-promoting home environments through strategies for breastfeeding, healthy nutrition, responsive feeding, injury prevention, and child protection.
- Providing intensified support to families in vulnerable situations, including working with premature infants and supporting families through transitions such as hospital discharge or early intervention referrals.
- Observing and assessing children's health, development, and caregiving environments, identifying risks and protective factors, and providing appropriate follow-up or referral.
- Communicating effectively with families using active listening, empathy, and conflict-sensitive approaches, while adapting communication styles to the family's needs and cultural context.
- Addressing sensitive issues such as parental mental health, immunisation hesitancy, or family stress with confidence, sensitivity, and professionalism.
- Facilitating smooth transitions for children, such as early steps toward preschool, by preparing families to foster their children's emotional readiness and learning motivation.

- Collaborating effectively with cross-sectoral partners (healthcare providers, early education, and social services) to ensure integrated and high-quality support for families.

Attitudes on:

- Upholding a child-centred approach that prioritizes the holistic well-being, safety, and development of young children in every interaction.
- Demonstrating empathy, compassion, and emotional attunement to build trusting and supportive relationships with families, particularly those experiencing vulnerability.
- Promoting equity, inclusion, and non-discrimination, respecting diverse family structures, cultural backgrounds, and parenting styles.
- Maintaining a non-judgmental and strengths-based attitude when working with families, fostering parental confidence and resilience.
- Approaching sensitive and difficult conversations with professionalism and emotional intelligence to preserve caregiver dignity and encourage openness.
- Demonstrating commitment to continuous learning, professional development, and improving service delivery through reflective practice and collaborative learning.
- Acting as a mentor and guide to families, promoting autonomy, resilience, and a supportive home learning environment.

Proposed agenda for the extended training

Day I		
Session I	90 min	Reflection on the time in between 2 trainings Presenting the training, expected outcomes and content **Note:** This session's content will be finalized based on the country's specific needs and priorities. Key considerations include managing the interim period between training phases, plans for implementation and reflection, and other contextual factors. Stakeholder collaboration will ensure alignment with national priorities and practical relevance.
Break 30 min		
Session II	90 min	Becoming a Parent- Prenatal Visits to Families
Break 60 min		
Session III	90 min	Falling in Love - Nurturing Attachment in Parent-Child Relationship
Break 30 min		
Session IV	90 min	The Art of Parenting – Love, Talk, Play, Read

Day II		
Session I	90 min	Common Parenting Concerns
Break 30 min		
Session II	90 min	Home Environment and Safety – Part I
Break 60 min		
Session III	90 min	Home Environment and Safety - Part II
Break 30 min		
Session IV	90 min	Keeping Children Safe from Violence, Abuse, Neglect

Day III		
Session I	90 min	Responsive Feeding
Break 30 min		
Session II	90 min	Healthy Weight, Physical Activity and Sedentary Time
Break 60 min		
Session III	110 min	The Care for Small, Premature Newborns at NICU and During Transition to Home
Break 30 min		
Session IV	90 min	First Steps to Preschool

VII. Training of Master Trainers (ToMT)

Master trainers play a pivotal role in ensuring the success, consistency, and long-term sustainability of training programmes. They act as both subject matter experts and skilled facilitators, upholding quality standards while empowering other trainers and practitioners to deliver impactful learning experiences and enhance their professional practice. Here's why master trainers are essential:

- Ensuring Consistency and Quality
  Master trainers standardise content delivery by ensuring that all trainers convey key concepts, methodologies, and practices with accuracy and alignment to the programme's goals. Their expertise helps maintain high-quality training across all sessions.

- Capacity Building and Knowledge Transfer
  By training and mentoring other trainers and in some cases professionals, master trainers multiply expertise across a wider network. They ensure that knowledge is cascaded effectively, creating a pool of skilled professionals capable of delivering consistent, high-quality support.

- Expertise in Adult Learning Principles
  Master trainers are skilled in adult learning methodologies, ensuring that sessions are engaging, interactive, and tailored to diverse learning styles. They model best practices in facilitation, reflective learning, and communication, inspiring others to do the same.

- Mentorship and Professional Development
  Master trainers guide and mentor new trainers, providing constructive feedback, coaching, and opportunities for professional growth. They help trainers strengthen their facilitation techniques, content delivery, and reflective practices.

- Promoting Reflective Practice and Continuous Improvement
  Master trainers encourage continuous reflection among trainers and participants, ensuring the learning process evolves based on feedback and emerging best practices. This reflective approach strengthens both individual skills and programme outcomes.

- Supporting Local Adaptation and Cultural Relevance
  Master trainers help adapt content to local contexts and cultural realities while maintaining the integrity of core principles. This ensures relevance and inclusivity for the communities being served.

- Strengthening Sustainability
  By developing a core group of highly trained professionals who can train others, master trainers support long-term sustainability. They reduce dependency on external facilitators and empower local leadership in training delivery.

- Driving Systemic Impact
  Master trainers contribute to broader capacity-building efforts by ensuring professional development cascades effectively through the system. This strengthens service delivery, policy implementation, and long-term positive outcomes for families and communities.

In summary, master trainers are vital for scaling quality learning experiences, maintaining professional standards, and ensuring the long-term success and sustainability of training initiatives. The Training of Master Trainers (ToT) programme prepares professionals to effectively transfer knowledge, inspire learning, and promote reflective practices in home visiting, focusing on skills for supporting nurturing care.

Selecting qualified trainers is essential for the success of the ToT programme. Trainers should demonstrate:

- Expertise: Strong knowledge of child development, parenting support, and nurturing care practices, with hands-on experience in home visiting or family support roles.
- Core Values: Commitment to child rights, positive parenting, equity, and empowering families.
- Facilitation and Communication Skills: Ability to present complex concepts clearly, facilitate discussions, and create an inclusive learning environment.
- Reflective Practice: Openness to personal growth, continuous learning, and self-awareness regarding biases and values.
- Collaboration and Teamwork: Capacity to work effectively with co-trainers and participants while fostering shared learning.

7.1. Key Components of an Effective ToMT Programme

An effective Training of Master Trainers (ToMT) programme is more than a process of delivering information — it creates a dynamic, reflective, and practice-oriented learning environment. Participants are supported to strengthen both their facilitation skills and their professional mindset, enabling them to lead with confidence and impact.

To achieve this, a ToMT programme should be grounded in several core principles that shape the learning process and enhance trainer development. These principles ensure that participants go beyond knowledge transfer — they build the capacity to demonstrate deep understanding, model effective practices, and engage meaningfully with learners.

The pillars below form the foundation of a professional and empowering ToMT programme—one that equips trainers to inspire home visitors and deliver lasting support to families.

1. Personal goal setting – Participants identify individual learning objectives based on trainer competencies, with ongoing opportunities to reflect on how content and methods contribute to achieving these goals.
2. Reflective learning – The use of personal learning journals supports deeper self-awareness, helping trainers critically reflect on their knowledge, values, facilitation styles, and professional growth.

3. Relevance of content – Training should consistently link topics to the development of both nurturing care competencies for parents and professional skills for home visitors.
4. Content integration – The content of the modules should be delivered within a holistic and interconnected framework that mirrors real-world practice. Rather than being approached as stand-alone sessions, each module should build upon and reinforce the others, facilitating the transfer of knowledge, skills, and attitudes across nurturing care and the broader range of home visiting competences.
5. Modelling effective facilitation – Trainers should demonstrate collaborative learning approaches, balance group and individual work, and foster open, participatory communication throughout the training.
6. Encouraging discussions and reflections – Structured discussions on content and facilitation techniques, combined with group reflections, enable participants to critically explore how to adapt both materials and methods to suit their specific training contexts.
7. Hands-on practice – Participants should actively practice leading sessions, including activities such as icebreakers, brainstorming, and content delivery using diverse adult learning methodologies.
8. Valuing participant expertise – The training should recognise and leverage the professional experience that participants bring, creating space for shared learning and reflection on real-world home visiting practices.

7.2. Proposed Agenda for ToMT

Main Focus Areas and Objectives of the Training:

1. Introducing the Training Guide, Content, Structure, and Adaptation Potential:
   - Guide Overview: Present the structure and components of the new Training Guide, highlighting how it can be adapted and applied in the training of home visitors and future trainers.
   - Module Overview: Provide a comprehensive overview of the 24 existing training modules, explaining their theoretical foundations, scientific evidence, core values, and how they support various aspects of nurturing care for young children.
   - Interconnection of Modules: Showcase how the modules are interlinked and how they can be combined for cohesive and effective training delivery.
   - Session Plans and PowerPoints: Introduce and explain the structure of session plans, content, activities, and the accompanying PowerPoint presentations.
   - Exploring Country Adaptation: Discuss the potential for tailoring the guide to align with specific country contexts and priorities.
2. Developing Skills and Approaches for Adult Training:
   - Interactive Content Delivery and Adult Learning Principles: Demonstrate how to deliver module content interactively, using adult learning principles to maximise engagement and retention.
   - Trainer Competencies: Explore key competencies for trainers, including facilitation techniques, reflective practice, and strategies for managing group dynamics effectively.
3. Strengthening Theoretical Knowledge:
   - Foundations of Early Childhood Development: Deepen understanding of the core principles of early childhood development.

- **The Importance of Nurturing Care:** Emphasise the interconnected elements of nurturing care, including health, nutrition, responsive caregiving, and safe, stimulating environments.
- **Ecological Perspective on Child Development:** Explore the ecological framework of child development and how home visitors can support young children and their families holistically.
- **Enhancing Practical Competencies for Home Visitor Success:**
  - **Effective Communication and Family Engagement:** Build skills in empathetic, clear communication to foster trust, engagement, and collaboration with families.
  - **Intersectoral Collaboration:** Strengthen the ability to collaborate across sectors for comprehensive, family-centred support.
  - **Equity and Non-Discrimination:** Emphasise the importance of inclusive service delivery that respects diversity and ensures all families receive equitable support.
  - **Targeted Support for Nurturing Care:** Equip participants with strategies to help families create nurturing environments that promote optimal child development.

Day I		
Duration	Content	Tips
Session I 120 min	• Building connections: Engaging in activity to get to know each other. • Exploring trainer competencies: Reflecting on the key skills and attributes of an effective trainer. • Defining personal goals: Setting individual objectives and expectations for the training from a trainer's perspective. • Personal journaling: Introducing the personal journal as a tool for reflection and growth throughout the training. • Training package overview: Presenting the training package, its content, and strategies for adaptation and use in various contexts. • Clarifications and questions: Addressing participants' questions and clarifying expectations. • Training approach: Introducing the methods and structure guiding the training process.	• Provide participants with the handout with trainers' competences (Table 5 Trainers Competency Framework) • Provide participants with notebooks and explain the concept of journaling, and self-reflection.
30 min.	Coffee/tea break	
Session II 90 min	**How Adults Learn: Principles of Meaningful Learning and Application in Working with Parents**	• Provide participants with Table 4: Interactive Training Techniques in the format of handout.

	• Overview of Adult Learning Principles: Presenting key approaches and techniques of adult learning and how they will be applied throughout the training. • Linking to Trainer Competencies: Exploring how adult learning strategies align with and strengthen core trainer competencies. • Presenting Interactive Techniques: Showcasing essential interactive methods to actively engage participants and enhance learning outcomes.	• Explain to participants that they will need to choose one technique to apply during their independent work.
60 min	Lunch	
Session III 90 min	Early Childhood– A Time of Endless Opportunities	• Refer to Session 4, Day 1: Early Childhood – A Time of Endless Opportunities, as outlined in the Foundational Training Guide. • Ensure that trainers have deep understanding of the early childhood development.
30 min	Coffee/tea break	
Session IV 90 min	Nurturing Care and Ecology of Child Development	• Refer to Session 3, Day 1: Nurturing Care and Ecology of Child Development, as outlined in the Foundational Training Guide.
Session V 90 min	Participants' Independent Work • Organise participants into four groups. • Provide clear instructions on the task and ensure that all groups fully understand the objectives. • Explain that all groups will cover the same four modules but must decide which part of the module they want to present and which interactive training methods or techniques they want to use when delivering their sessions. • Invite each group to choose the technique they would like to apply for their presentation.	<u>Preparation Requirements:</u> • Confirm which modules have been translated in advance. • Ensure all participants receive and read the relevant modules before attending the training.

Day II		
Duration	**Content**	**Tips**
Session I 120 min	• **Reflection on the previous day.** **Revisiting the Image of the Child, Parents, and Existing Home Visiting Practices** Focus on the following: Tips for adaptation: Introduction: • Highlight the importance of supporting families to provide quality care during a child's early years. • Emphasise why supporting parents matters and the positive impact on children's development and wellbeing. • Define what quality care means and its significance for a child's health, growth, and learning. Key Focus Areas: • The Child: Centre the discussion on the child's needs, developmental milestones, and the long-term impact of quality care. • The Parent: Explore the role of parents as primary caregivers, their challenges, and the importance of empowering them. • The Home Visitor: Discuss the home visitor's role in providing resources, education, and emotional support to bridge families with services. Exercise: Exploring Perspectives on Child Development- Examining and discussing different viewpoints, beliefs, or approaches related to how children grow and develop. Divide participants into two subgroups, each focusing on different general perceptions of a child. In the first group, participants are asked to perceive children in one way and in the second in a different way. Subgroup 1: • Perception 1: Children are naturally active, curious, motivated, and eager to learn through play and interaction. • Reflect on: o What qualities and skills should a parent have to support such a child? o What qualities and skills should a home visitor have to support the parent?	• At the beginning of the session, dedicate 20–30 minutes for participants to share reflections from the previous day, including insights recorded in their journals. • Refer to Session 2, Day 1: Revisiting the Image of the Child, Parents, and Existing Home Visiting Practices as outlined in the Foundational Training Guide. • To make adaptations, you can use the suggestions found in the middle column (Content) of this table.

Day II		
Duration	Content	Tips
	○ What should the focus of support be, and what actions should a home visitor take? Subgroup 2: • Perception 2: Children are passive, dependent, unskilled, and needing control and guidance. • Reflect on the same guiding questions as Subgroup 1. Share, Compare and Discuss: • Compare the insights from both groups. Emphasise how our perception of the child, parent, and home visitor influence our approach, techniques, and role in family support. <u>Key Reflection Points:</u> • Our views on the child, the parent, and the home visitor's role shape our approach and methods in family support. • Core principles should guide work with families, focusing on strengths and collaboration. Final Discussion (Think-Pair-Share): • Reflect on beliefs and knowledge about: ○ Parents, Children, and Early Childhood Development (ECD) • How do these beliefs influence: ○ Home visitor training (initial and ongoing) ○ Skills and approach to family support Encourage participants to connect principles with their current practices and identify areas for growth and improvement.	
30 min	Coffee/tea break	
Session II 90 min	The Role of Home Visitor- part I	• Refer to Session 1, Day 2: The Role of Home Visitor/ Part I as outlined in the Foundational Training Guide.
60 min	Lunch	

Day II		
Duration	Content	Tips
Session III 90 min	**The Role of Home Visitor- part II and working with other services** Tips for adaptation: Technique: Deepening Scenario Analysis (Vir-Technique) This technique helps participants explore the complex role of home visitors (HVs) in family contexts, focusing on step-by-step analysis, experience sharing, and knowledge building. *Step 1: Initial Scenario* A home visitor (HV) works with a family with three children: a school-aged child (10), a toddler (2.5 years), and a newborn. Key Questions for Reflection: • What is the purpose of the home visitor's involvement with this family? How does it relate to promoting the child's well-being? • Who are the key individuals the home visitor will engage with? Consider all family members as well as collaboration with other professionals or services. • What observations can the home visitor make in the home environment? Identify unique factors or dynamics that can only be seen during home visits. • What is the home visitor assessing during visits? Focus on identifying family strengths, potential risks, and specific needs. *Step 2: Deepened Scenario - Additional Context:* The toddler has eczema, the oldest struggles at school, the newborn is irritable, the father is recovering from surgery, and the mother is on maternity leave. The family has limited social connections and recently moved to the area. Key Questions for Reflection: • What protective factors and risk factors are present in the family's situation? • What forms of support—universal, targeted, or specialized—could help address the family's needs and promote the child's well-being? *Step 3: Follow-Up Visits by the Home Visitor* Group Work Scenarios: Divide participants in six groups. Each group will	• Refer to Sessions 2 and 3, Day 2: The Role of Home Visitor/ Part II and Providing Holistic and Intensified Support to Families in Need: Working with Other Services as outlined in the Foundational Training Guide. • To make adaptations and merge these two sessions, you can use the suggestions found in the middle column (Content) of this table.

Day II		
Duration	Content	Tips
	analyse a complex family situation. The scenarios include: • A toddler presenting with unexplained bruises. • A mother showing signs of physical abuse (bruises). • A father exhibiting signs of intoxication during a visit. • A newborn experiencing breastfeeding difficulties. • A mother emotionally neglecting her newborn due to feelings of guilt. • A mother displaying symptoms of postpartum depression and social withdrawal. Key Questions for Group Reflections: • What additional support might this family require? Which local services or professionals could provide it? • What community resources or referral pathways could be leveraged to assist the family? • How can the home visitor monitor the family's progress and ensure follow-up after making referrals? Final Reflection: • How might the home visitor feel when encountering such situations? Discuss the emotional impact, including stress or uncertainty, and explore the importance of professional supervision, peer support, and self-care strategies. Key Takeaways -The Vir-Technique helps participants gradually explore the HV role and challenges. - Step-by-step analysis and group reflection promote deeper understanding and empathy. - Participants are supported to think holistically and explore what they can do and when they need help from other services. -This exercise trigger reflections on how challenging cases influence home visitor's wellbeing. - If time allows, conclude sharing and further reflection questions on HV practice.	
30 min	Coffee/tea break	

Day II		
Duration	Content	Tips
Session IV 120 min	**Parental Mental Health and the Role of Health Visitors (HV)** <u>Tips for adaptation</u> 1. Walk and Learn Activity: • Display facts and key messages about parental mental health and its influence on child well-being throughout the room. • Encourage participants to walk around, read the materials, and discuss insights informally with peers. • Provide a self-reflection checklist to help participants assess their current approaches to supporting parental mental health and identifying potential risks within families. 2. Group Reflection – Strengths & Challenges: • Create a T-chart with two columns labelled **"Strengths"** and **"Challenges"** related to home visitors' practices in addressing parental emotional well-being. • Facilitate a discussion by inviting participants to share their insights, and link the conversation to the importance of providing targeted training for home visitors on supporting parental well-being. 3. Case Study Exercise: Divide participants into four groups and assign one scenario per group. **Scenario 1.** Yulya, mother of a 6-month-old, experienced a complicated pregnancy and delivery. Since coming home, she reports feeling tired, sad, and unmotivated. She rarely engages with her baby, often leaving her alone for extended periods. During a home visit, the baby appears unusually quiet and avoids eye contact. Sara acknowledges feeling guilty and unsure of her abilities as a mother. **Scenario 2**. Elena is a mother of a 4-month-old baby boy. Since birth, Elena has been experiencing high anxiety, especially related to feeding. She frequently worries that her baby is	• Refer to Sessions 3, Day 4: Parental Wellbeing as outlined in the Foundational Training Guide. • To make adaptations you can use the suggestions found in the middle column (Content) of this table. • Consult also with the Module 24: Using Telehealth in Home Visitation

Day II		
Duration	Content	Tips
	not gaining enough weight, despite the paediatrician's reassurance. During visits, the home visitor notices that feeding times are tense, with Elena appearing stressed and the baby showing signs of discomfort (turning away, crying). Elena mentions that she feels constantly overwhelmed and struggles to enjoy her baby. Scenario 3. Maria is a first-time mother who gave birth to a healthy baby girl two weeks ago. During a home visit, she mentions feeling tearful and emotionally sensitive most days, especially when the baby cries or struggles to settle. Maria also says she feels guilty for not feeling "as happy as she should" and reports difficulty sleeping, even when the baby is asleep. Despite these feelings, Maria is caring for her baby's basic needs and tries to engage in cuddling, talking, and breastfeeding. Scenario 4. Marko is a father of a 10-month-old boy and recently returned to work after paternity leave. He shares with the home visitor that he feels disconnected from his son and lacks motivation or energy when coming home from work. His wife also reports that Marko has been emotionally distant and rarely participates in caregiving routines like feeding, playing, or putting the baby to sleep. During visits, the baby seems more attached to the mother and hesitant to approach Marko. • Each group discusses the emotional wellbeing risks and strengths observed in their assigned case. • Reflect on: o How parental emotional wellbeing affects child development. o Actions the HV should take to support the family. o Additional services the HV could connect the family to. o Potential biases, beliefs, or emotional barriers that could impact the HV's relationship with the family. • If you have time you can do a role play	

Day II		
Duration	Content	Tips
	• Share insights with the larger group to close the discussion on HV roles and mental health concerns. 4. Discussion Wrap-Up: • Link findings to early child development and the importance of mental health support. 5. Telehealth Resources Discussion: • Explore the benefits of telehealth in supporting parental mental health. • Discuss how telehealth tools can be used effectively and raise the need for HV training in this area. Key Takeaway: • Encourage reflection on how perceptions, skills, and tools influence HV practice and family support.	

Day III		
Duration	Content	Tips
Session I 120 min	Reflection on the previous day **Caring and Empowering: The Strength-Based Approach and Communication with Families to Support Nurturing Care- Part I**	• At the beginning of the session, dedicate 20–30 minutes for participants to share reflections from the previous day, including insights recorded in their journals. • Refer to Sessions 1, Day 3: Caring and Empowering: The Strength-Based Approach and Communication with Families to Support Nurturing Care as outlined in the Foundational Training Guide.
30 min	Coffee/tea break	

Session II 90 min	**Caring and Empowering: The Strength-Based Approach and Communication with Families to Support Nurturing Care-Part II**	• Refer to Session 2, Day 3: Caring and Empowering: The Strength-Based Approach and Communication with Families to Support Nurturing Care as outlined in the Foundational Training Guide.
60 min	Lunch	
Session III 120 min	**Protecting Young Children from Vaccine Preventable Diseases** Focus on: • Reflecting on health workers attitudes towards vaccines. • Addressing vaccine hesitancy and communicating with parents.	• Refer to Sessions 3 and 4, Day 3: Protecting Young Children from Vaccine Preventable Diseases as outlined in the Foundational Training Guide.
16:00 – 16:15	Break	
16:15 – 18:00	**Participants' independent work**	• Ensure that each group have conditions they need and same time allocated. • In small groups participants work on one module, choose a part of the module they think it is important and apply selected interactive technique. • Each group should have 25 minutes. • Invite other participants to actively participate in the sessions delivered by their peers, • Modell constructive feedback.

Day IV

Duration	Content	Tips
Session I 120 min	Reflection on the previous day **Providing Services to All Families: Promoting Equity, Inclusion, and Respect for Diversity While Building on Families' Strengths** Focus on:	• At the beginning of the session, dedicate 20–30 minutes for participants to share reflections from the previous day, including insights recorded in their journals.

	• Exercise on how we form our opinion. • Brief presentation of deconstructing judgments, stereotypes and biases. • Avoiding Blaming the Victim approach. • Exploring content of strength-based approach.	• Refer to Session 4, Day 2: Providing Services to All Families: Promoting Equity, Inclusion, and Respect for Diversity While Building on Families' Strengths as outlined in the Foundational Training Guide.
30 min	Break	
Session II 120 min	**Monitoring and Screening** **Child Development and Children Who Develop Differently** Focus on: • Biases against children with developmental difficulties • Strength based approach • Supporting families • Early Childhood intervention and timely reaction Avoid: Detailed definitions of different developmental difficulties. You can ask them to read or give them a handout.	• Refer to Sessions 4, Day 4: Children Who Develop Differently, and Session 1, Day 5: Children Who Develop Differently as outlined in the Foundational Training Guide.
60 min	Lunch	
Session III 120 min	**Participants' independent work**	• All 4 groups present the same modules in different ways – Each group has 25 minutes • Ensure that each group have conditions they need and same time allocated. • Last 20 minutes focus on reflecting how key messages were identified and their importance for home visitors. Discuss how different presentation methods influence learning and understanding. • Invite other participants to actively participate in the sessions delivered by their peers. • Modell constructive feedback.
15 min	Break	
Session IV 30 min	**Key take aways of the day**	

	• Writing in the journal and sharing in the group	

Day V

Duration	Content	Tips
Session I 120 min	**Fostering Fathers' Involvement and Building Parental Alliances** Focus on: • Different types and benefits of fathers' involvement. • Key barriers to engaging fathers and strategies to overcome them. • Importance of building parenting alliance.	• Refer to Sessions 1 and 2, Day 4: Fostering Fathers' Involvement and Building Parental Alliances/ Part I and Part II as outlined in the Foundational Training Guide. • Additionally consult with Module 5: Engaging Fathers, Module 18: Gender Socialisation and Gender Dynamics in Families - the Role of the Home Visitor, and UNICEF/ISSA Resource Package and Training Modules for Promoting Gender-Transformative Parenting - Challenging gender norms and gender inequalities to create a more equitable environment for all children to thrive, Module 1 Slide deck - Boy or Girl: Does it Matter?
30 min	Coffee/tea break	
Session II 120 min	**Participants' independent work**	• All 4 groups present the same modules in different ways – Each group has 25 minutes • Ensure that each group have conditions they need and same time allocated. • Last 20 minutes focus on reflecting how key messages were identified and their importance for home visitors. Discuss how different presentation methods

		influence learning and understanding. • Invite other participants to actively participate in the sessions delivered by their peers. • Modell constructive feedback.
60 min	Lunch	
Session III 120 min	Planning country adaptation of materials and training Exploring different ways of using materials Self-Assessment of Training Readiness • Participants work in country teams/ or small groups • Reflection on using materials in their work and ideas for adaptation • Self-reflection on readiness to deliver the training, and exchange in small groups or in pairs • Listing additional support needed	
15 min	Break	
Session IV 60 min	Final reflections Q&A Closing and Evaluation	

VIII. Approaches to Implementing and Organising Training Using the Package

Training Delivery

The sessions in the training package can be used for in-person, online, or blended formats. The package is adaptable to various delivery methods, though some activities may require further adjustments based on the format. Due to the complexity and importance of the topics, it is recommended to deliver the core training in person. Extended training can be effectively delivered in a blended format.

Feasibility

The full training is designed to last 8 days, with 5 days dedicated to foundational training and 3 days for extended learning. Considering the limited time available for home visitors' professional

In the process of developing training sessions authors followed the rule:

- 30% Theory
- 50% Skills (including listening and communication skills; problem solving, etc.)
- 20% Self and group reflections and providing constructive feedback.

When implementing the training, trainers should adhere to this guideline, even when they make adaptations.

development, the training can be divided into formats such as 2 sessions of 4 days each or 4 sessions of 2 days each.

Breaks between sessions should not exceed 2 to 3 weeks. During these breaks, participants should be assigned tasks, such as implementing specific activities in practice or completing online modules. UNICEF's e-learning platform, E-learning platform- LearnECD , can be used by home visitors and master trainers as a resource for training preparation or to reinforce knowledge gained during the sessions.

Urgency and Priorities

For urgent topics requiring immediate focus, one-day sessions can be organised on specific areas (e.g., home environment and safety), using two dedicated sessions. However, even in such cases, it is essential to begin by sharing the core values underpinning the training to ensure a common understanding.

IX. Adaptation Process

Training packages often require adaptation to ensure relevance and effectiveness in different cultural, organisational, or community contexts. The following parts of the training sessions are commonly adjusted to better align with the realities and needs of local participants.

- Language and terminology - Adapt phrasing and terminology to match the local context, literacy levels, and professional jargon commonly used by participants.
- Case studies and scenarios - These should reflect local family dynamics, cultural norms, and real-life challenges relevant to participants' communities.
- Visual material - Images, infographics, and videos should be culturally appropriate and relatable to the target audience.
- Duration and Pacing - Adjust timing and sequencing of modules or activities to fit local schedules and training formats but cover all materials.
- Standards of practice and professional competencies - Align the training content with national professional standards, competency frameworks, and ethical guidelines for home visitors, while keeping the values promoted in the training package.

What can be added to the training package?

- Local Statistics and Research - Incorporate up-to-date, country-specific data on child development, family well-being, parental mental health, or service access to contextualise the training.
- National Standards and Guidelines - Integrate local or national standards of practice, codes of conduct, and competency frameworks relevant to home visitors or family support services.
- Policy and System References - Update to reflect national or regional laws, referral systems, service pathways, and institutional structures.
- Country-specific resources – Integrating local resources such as websites, readings, literature, existing training materials, parenting materials, etc. can be of great help.
- Examples of Good Practice - Integrating local or regional examples of successful interventions makes content more relevant and engaging.
- Community Resources and Services - Reference to the national or local network of home visiting professionals.

X. Suggestions for Evaluating the Training, Monitoring, and Documenting Its Impact

A variety of tools should be used to evaluate training effectiveness and document its impact on acquired knowledge, behaviour and practice:

A. Post-Training Evaluation Forms

They are used to gather immediate feedback on participants' satisfaction and the perceived relevance of the training.

B. Training Pre- and Post-Tests

These tests measure participants' knowledge and skills before and after the training. (Some resource modules include pre- and post-tests that can be used.)

C. Kirkpatrick 4-step model[1]

The Kirkpatrick Model is a framework for evaluating educational and training programmes across four levels: Reaction, Learning, Behaviour, and Results.

Figure 3: Kirkpatrick model

- **Level 1: Reaction** – Measures participants' satisfaction and perceptions of training effectiveness.
    - *Key questions*:
        - How do you feel about the training?
        - What aspects were most/least helpful?
        - What changes do you plan to make in your practice, and why?

- **Level 2: Learning** – Assesses knowledge gained, skill development, and confidence in applying new learning.
    - *Key questions*:
        - What new knowledge or skills have you acquired?
        - How confident are you in implementing these changes?

- **Level 3: Behaviour** – Examines the application of learning in practice, including changes in behaviours and work practices.
    - *Key questions*:

[1] https://educationaltechnology.net/kirkpatrick-model-four-levels-learning-evaluation/

        - How have you applied what you learned during the training?
        - What challenges have you faced in making these changes?

- Level 4: Results – Evaluates the tangible impact of training on organisational outcomes (e.g., improved service quality or user satisfaction).
    - *Key questions*:
        - Have there been measurable improvements in practice?
        - How do you know these changes occurred?

Note: Levels 1–3 can be assessed immediately or shortly after training. Level 4 requires follow-up after a specific period. These questions can be used for focus groups or integrated into evaluation forms.

D. Self-Evaluation Templates

Self-evaluation templates enable participants to reflect on their knowledge, attitudes, skills, motivation to act, and behavioural changes. These tools help track progress and identify areas for further growth and support.

E. Reflective journals

Reflective journals can be used during the training, but also separately from the training, as a self-reflection tool that can later be used in discussions with trainers, supervisors or peers. By regularly reflecting on selected questions, professionals can track their progress, remain focused on the benefits of change, and address any barriers proactively, ensuring long-term success and growth.

This is one of the examples how this can be done:

Tracking Your Journey of Change: Reflective Journal Questions

1. Readiness for Change
   Reflect on your willingness and motivation to change your professional practices.
    - How prepared are you to adapt or improve your current professional practices? What makes you feel ready (or hesitant)?
    - What specific changes do you want to implement? Are they related to your skills, habits, mindset, or interactions with others?
    - Is your desire for change driven by external expectations (e.g., feedback, workplace demands) or by your own recognition of the need for improvement?
    - What factors or strategies can help you build self-motivation, which is essential for making your new behaviours consistent and long-lasting?
2. Benefits of Change
   Consider the positive impacts that change can bring to you, your work, and those you support.
    - What are the key benefits of the change you aim to implement (e.g., improved outcomes, stronger relationships, personal growth)?
    - How would achieving these benefits impact your confidence, motivation, and professional success?
    - What specific results or milestones would help you stay motivated to sustain the change? How will you measure progress or success?
3. Barriers to Change
   Identify potential obstacles that could slow or prevent you from achieving the change you want.

- What do you see as the biggest challenges or barriers to implementing and maintaining this change (e.g., lack of time, resources, skills, or support)?
- What actions or solutions can you take on your own to overcome these challenges? Are there small, manageable steps you can begin with?
- Who within your professional network (e.g., colleagues, mentors, supervisors) can support you in preserving the change? How can they assist you in staying accountable and motivated?
- What tools, training, or resources might further help you maintain momentum on your journey of change?

F. The Most Significant Change technique[2]

This approach involves qualitative and participatory methods for monitoring and evaluation, centred around gathering and systematically selecting narratives that document reported changes during or following training sessions.

Central to this technique is the collection and curation of reported changes, employing purposive sampling biased towards successful outcomes. It entails soliciting anecdotes from stakeholders to highlight the most significant changes attributed to the training and their perceived reasons for these changes.

The process involves selecting the most accurate and authentic narrative that captures a genuine experience, which is reviewed, defended, and chosen by those accountable for the training's successful implementation. Participants typically find this process engaging and inspiring, largely due to the emphasis on storytelling. Ultimately, one narrative is carefully chosen after rigorous evaluation to exemplify the most impactful change achieved.

G. Human interest stories

Human interest stories provide a powerful way to demonstrate the personal impact of training by sharing real-life experiences. These stories highlight meaningful changes in individuals' skills, attitudes, or professional practices, offering a relatable and emotional connection for stakeholders, funders, and policymakers. To collect these stories, participants are identified based on their experiences, and open-ended interviews are conducted to explore their journey before, during, and after the training. Key details, quotes, and examples of impact are documented, with consent obtained for sharing. By showcasing tangible outcomes and humanising the results, human interest stories effectively demonstrate the value of training, inspire others, and support advocacy efforts.

H. Surveys with parents – observing potential changes in service delivery and measuring their satisfaction

Surveys with parents are an effective tool for observing potential changes in service delivery and assessing their satisfaction. By gathering feedback, these surveys provide valuable insights into how services are perceived, highlighting areas of improvement and success. Well-designed questions can capture parents' experiences, satisfaction levels, and any noticeable changes in the quality of support or care received, ensuring services remain responsive to their needs.

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[2] https://www.adb.org/sites/default/files/publication/27613/most-significant-change.pdf

I. Observations done by supervisors and peers

Observations conducted by supervisors and peers provide a structured and objective method for assessing the practical implementation of skills and behaviours following training. By observing real-life practice, supervisors and peers can identify strengths, areas for improvement, and the extent to which training objectives are being applied. This approach fosters professional growth through constructive feedback, promotes accountability, and ensures consistent quality of service delivery.

Annex. Supporting Families for Nurturing Care Resource Modules for Home visitors

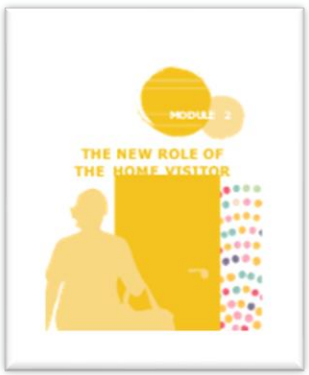
a). A Brief Overview of Modules and Content

MODULE 1: EARLY CHILDHOOD YEARS – A TIME OF ENDLESS OPPORTUNITIES

This module highlights the critical importance of early childhood, particularly brain development from conception to age three. It equips home visitors with foundational knowledge on how early experiences shape lifelong health and development, emphasising the role of nurturing relationships and comprehensive programmes in fostering children's potential. This foundational module is essential for all subsequent training.

MODULE 2: THE NEW ROLE OF THE HOME VISITOR

Focusing on professionalism and collaboration, this module underscores the home visitor's role in improving child and family well-being. It emphasises building trust, safeguarding children, and fostering sector-wide cooperation. Delivered in-person, it promotes reflective practices and adherence to organisational standards.



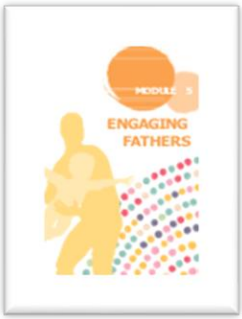
MODULE 3: GUIDANCE ON CHILD NUTRITION

This module integrates guidance on child nutrition that empower families to support child's growth and development breastfeeding, complementary feeding and nutrition of 2-6 years old children. Updating this module with new content is still in progress.

MODULE 4: FALLING IN LOVE: PROMOTING PARENT – CHILD ATTACHMENT

This module explores attachment theory and equips home visitors to support secure relationships between caregivers and children. It focuses on importance of mother child bonding trough breastfeeding, emotional attuning, intergenerational attachment patterns, and strategies to strengthen family bonds, and support a child in building secure attachment.

MODULE 5: ENGAGING FATHERS



This module challenges traditional perceptions of fathers' roles, encouraging their active involvement in caregiving. It equips home visitors to address biases, support inclusive practices, and integrate fathers into family dynamics for improved child outcomes.

MODULE 6: THE ART OF PARENTING - Love, Talk, Play, Read

Centred on love, talk, play, and reading, this module guides parents in creating nurturing and stimulating environments. It equips home visitors to provide practical strategies that strengthen parent-child interactions and foster responsive parenting.

MODULE 7: PARENTAL WELLBEING

Addressing perinatal mental health, this module trains home visitors to identify and respond to challenges such as maternal depression. It highlights the importance of early intervention and referral for severe cases to safeguard both parents and children.

MODULE 8: COMMON PARENTING CONCERNS

This module supports home visitors in guiding families through common parenting challenges. It fosters parental confidence, provides anticipatory guidance, and strengthens problem-solving skills to promote resilience.

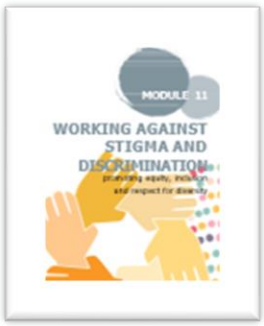
MODULE 9: HOME ENVIRONMENT AND SAFETY

This module emphasises injury prevention and home safety. Home visitors are trained to identify risks, educate families, and promote practical strategies to create safer environments for children. Focus is on controlling environment, and not on limiting child's curiosity and willingness to explore the world and learn.

MODULE 10: CARING AND EMPOWERING – ENHANCING COMMUNICATION SKILLS FOR HOME VISITING PERSONNEL

Focusing on verbal and non-verbal communication, this module enhances home visitors' ability to build trust, foster respectful relationships, and engage effectively with families.

MODULE 11: WORKING AGAINST STIGMA AND DISCRIMINATION – PROMOTING EQUITY, INCLUSION AND RESPECT FOR DIVERSITY



This module addresses stigma and discrimination, promoting inclusivity and respect for diversity. It equips home visitors to challenge biases, build trust, and foster equitable partnerships with families from diverse backgrounds.

MODULE 12: CHILDREN WHO DEVELOP DIFFERENTLY

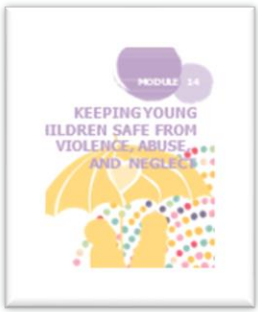
This module provides guidance on understanding disabilities, early intervention, and supporting families of children with developmental difficulties. It emphasises empathy, practical strategies, and referrals to specialised services.

MODULE 13: DEVELOPMENTAL MONITORING AND SCREENING

This module trains home visitors in developmental monitoring and screening, enabling early identification of delays and facilitating timely intervention.

MODULE 14: KEEPING YOUNG CHILDREN SAFE FROM VIOLENCE, ABUSE, AND NEGLECT

Focusing on preventing child maltreatment, neglect, and violence against children, this module equips home visitors to identify risks, provide non-judgmental support, and make appropriate referrals.



MODULE 15: WORKING WITH OTHER SERVICES

This module enhances home visitors' ability to connect families with community resources, ensuring comprehensive and coordinated support for child and family well-being.

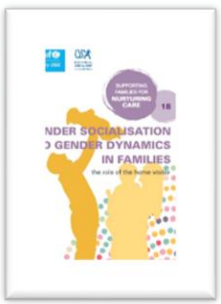
MODULE 16: RESPONSIVE FEEDING

This module emphasises responsive feeding as a key practice in child development. It trains home visitors to guide parents in fostering positive mealtime interactions and healthy eating habits. Starts with importance of breastfeeding and mother's responsiveness connected with it.

MODULE 17: SUPERVISION SUPPORTING PROFESSIONALS AND ENHANCING SERVICE QUALITY

This module highlights the importance of supportive supervision in enhancing service quality, addressing professional challenges, burn out prevention and fostering continuous professional development among home visitors.

MODULE 18: GENDER SOCIALIZATION AND GENDER DYNAMICS IN FAMILIES - THE ROLE OF THE HOME VISITOR



This module addresses gender dynamics within families, aiming to equip home visitors with strategies to promote gender equity, and equitable parenting to support families effectively. It examines gender roles within families, and support home visitors to challenge stereotypes, support balanced parenting, and address gender-based violence.

MODULE 19: FIRST STEPS TO PRESCHOOL

Focusing on the benefits of early childhood education, this module equips home visitors to guide parents in enrolling children in quality preschool programmes and overcoming barriers to participation. Additionally, it promotes importance of early learning in home environment and Early Childhood Education and Care settings.

MODULE 20: HEALTHY WEIGHT, PHYSICAL ACTIVITY, AND SEDENTARY TIME

This module promotes healthy weight, physical activity, and reduced sedentary time. Home visitors are trained to provide practical advice to parents on how to establish foundations of a healthy lifestyle, including maintaining a healthy weight, and engaging on balancing physical activity, sleep, and screen time for young children starting during the pregnancy and with the breastfeeding.

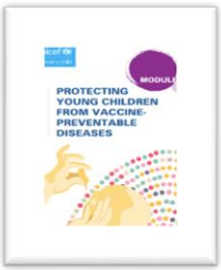
MODULE 21: THE CARE OF SMALL AND/OR SICK NEWBORNS

This module has two parts, part one focusing on supporting Families in NICU or Paediatric Ward and part 2 on care for small and/or sick newborns at home.

Part 1. This module equips home visitors with the knowledge and skills to support families of sick or small newborns, offering guidance during the NICU stay, fostering emotional resilience, and assisting parents in preparing for breastfeeding, bonding and baby's discharge and ongoing care.

Part 2: This module equips home visitors to support families after NICU discharge by addressing health concerns, routine care, and infant feeding (breastfeeding), while fostering caregiver well-being, bonding, and access to resources through individualized, empathetic guidance.

MODULE 22: PROTECTING YOUNG CHILDREN FROM VACCINE-PREVENTABLE DISEASES



Vaccination is a safe, cost-effective way to save lives and connect families to essential healthcare services. This module supports home visitors to address vaccine hesitancy, check immunization status, guide families on vaccination decisions, reinforcing trust in health services.

MODULE 23: BECOMING A PARENT: PRENATAL VISITS TO FAMILIES

This module prepares home visitors to support families through the transition to parenthood by promoting physical and mental health, guiding pregnancy care and nutrition, encouraging breastfeeding and bonding, and highlighting the father's role. It underscores the critical first 1,000 days, the value of prenatal care, and building trust for effective parental support.

MODULE 24: USING TELEHEALTH IN HOME VISITATION

Telehealth interventions use electronic platforms to support families, especially when home visits are not possible. This module explores telehealth as a complementary tool for supporting families, training home visitors to adapt communication and maintain trust in virtual settings.

b). Modules Covering Knowledge and Skills Across the Nurturing Care Framework

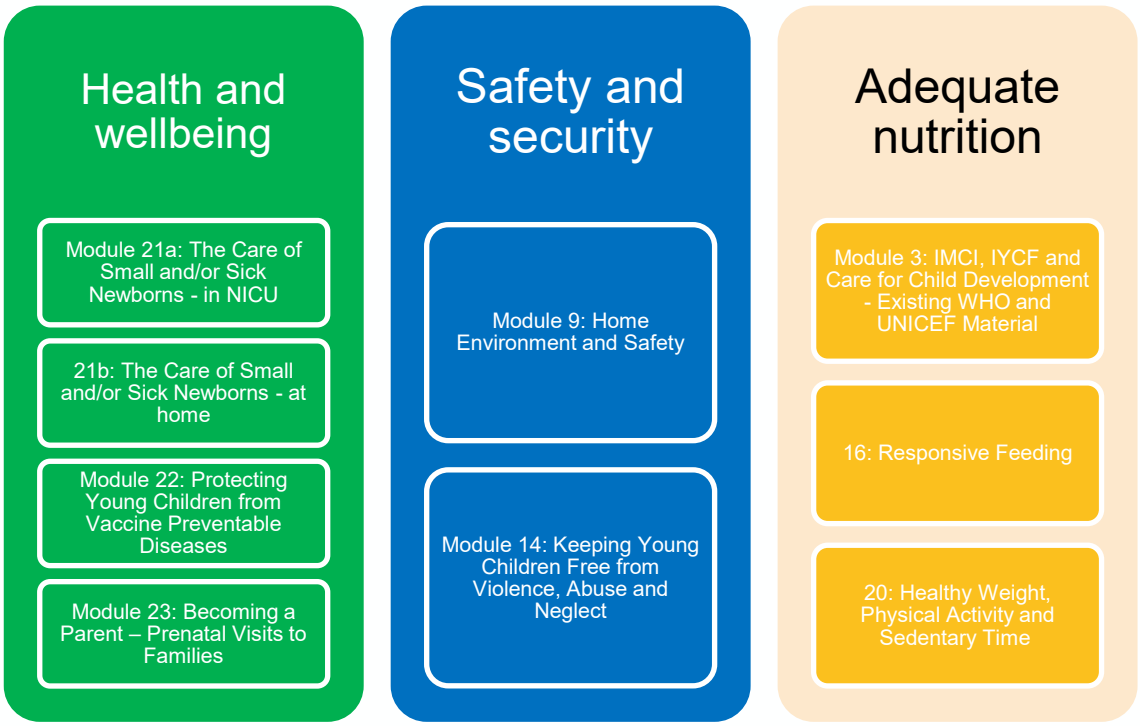
Modules Supporting Foundational Skills and Knowledge of Home Visitors

- Module 2: The (New) Role of the Home Visitor
- Module 10: Caring and Empowering- Enhancing Communication Skills for Home Visitors
- Module 11: Working Against Stigma and Discrimination- Promoting Equity, Inclusion and Respect for Diversity
- Module 15: Working with Other Services
- Module 17: Supervision- Supporting Professionals and Enhancing Service Quality
- Module 18: Gender Socialization and Gender Dynamics in Families- the Role of

Modules supporting child development, early learning and responsive parenting

- Module 1: The Early Childhood Years - a Time of Endless Opportunities
- Module 4: Falling in Love - Promoting Parent-Child Attachment
- Module 5: Engaging Fathers
- Module 6: The Art of Parenting - Love, Talk, Play, Read
- Module 7: Parental Wellbeing
- Module 8: Common Parenting Concerns
- Module 12: Children who Develop Differently - Children with Disabilities or Developmental Difficulties
- Module 13: Developmental Monitoring and Screening
- Module 19: First Steps to Preschool

Modules supporting health and wellbeing, safety and security and adequate nutrition



c). Layout of the Modules

Module Component	Description
 **Learning Outcomes**	Summarizes expected achievements by the end of the module. Informs training content and evaluation criteria.
 **Self-Assessment**	Includes questions for assessing understanding and application throughout the module. Facilitates module completion evidence, professional development credits, and appraisals.
 **Video Clips**	Summarizes scientific concepts or demonstrates best practices. Supports diverse learning styles and stimulates individual or group reflections and discussions.
 **Reflection and Discussion**	Prompts for individual or group reflection on attitudes, knowledge, and practices. Enhances engagement during training sessions and small group work.
 **Case Studies**	Short, provocative scenarios for learners to solve and discuss in small groups. Encourages exploration of varied perspectives and solutions beyond provided recommendations.
 **Important Points**	Highlights crucial information within the text, prompting discussion and reflection among participants.
 **Information Cards**	Summarizes key information on topics or activities for use with parents and caregivers. Useful as handouts for training and daily practice by home visitors.
 **Final Summary**	Lists key points covered in the module. Essential for wrapping up training sessions and reinforcing learning.
 **Additional Resources**	Provides further reading or resources to deepen understanding and enrich training processes for home visitors.

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Switzerland
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International Step by Step Association (ISSA)
Kinderrechtenhuis / Child Rights Home
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the Netherlands
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