

# Annex 1.

## Additional reading on nurturing care

This *Guide* is part of a suite of resources developed to facilitate implementation of the *Nurturing care framework*. **Table A1** provides a selection of materials for further reading on nurturing care.

Table A1. Training packages to develop the skills of service providers




RESOURCE	YEAR	DESCRIPTION
<p>Advancing early childhood development: from science to scale</p> 	2017	<p>Identifies the risks to early childhood development and gathers evidence for what needs to be done, and proposes pathways for implementation of early childhood development at scale.</p> <p>The series explains nurturing care, especially for children below 3 years of age, and multi-sectoral interventions, which can have wide reach to families and young children through health and nutrition services.</p>
<p>Nurturing care for early childhood development</p> 	2018	<p>Describes the conceptual framework based on the evidence documented in the Lancet series. It explains the five components of nurturing care for the child's optimal development, and proposes the strategic actions needed to achieve this goal.</p>
<p>Operationalizing nurturing care for early childhood development</p> 	2019	<p>Describes the role of the health and nutrition sectors in implementing the strategic actions.</p>

Table A1. Continued

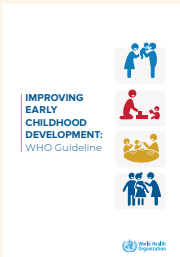





RESOURCE	YEAR	DESCRIPTION
<p>Improving early childhood development: WHO guideline</p> 	2020	<p>Evaluates the strength of the evidence on whether there is a sufficient basis for promoting a change in global and national policies.</p> <p>The <i>Guideline</i> provides recommendations on responsive caregiving, promoting early learning, integrating caregiving and nutrition interventions, and supporting maternal mental health. These recommendations move the collected science into evidence-based policy and programme responses.</p>
<p>Nurturing care advocacy toolkit</p> 	2020	<p>Includes practical tools and resources to help advocate for early childhood development, working with and through health systems.</p> <p>It includes key messages, frequently asked questions, thematic briefs, country experiences, quote cards, and much else.</p>
<p>Thematic briefs</p> 	2020 – 2022	<p>Apply a nurturing care lens to address specific issues affecting children's development. They outline what is already happening, what can be done better or differently to ensure families receive the support they need and children receive nurturing care.</p> <p>The thematic briefs include:</p> <ul style="list-style-type: none"> <li>Nurturing care for every newborn;</li> <li>Tobacco control for child health and development;</li> <li>Nurturing care for children affected by HIV;</li> <li>Clean, safe, and secure environments;</li> <li>Nurturing care for children living in humanitarian settings; and</li> </ul> <p><a href="https://nurturing-care.org/engaging-men-in-nurturing-care/">https://nurturing-care.org/engaging-men-in-nurturing-care/</a></p> <p>More briefs are regularly added to the website (<a href="https://nurturing-care.org/thematic-briefs/">https://nurturing-care.org/thematic-briefs/</a>).</p>

Table A1. Continued

RESOURCE	YEAR	DESCRIPTION
<p><b>Nurturing Care for Early Childhood Development</b></p> 		<p>Designed to support implementation of the <i>Nurturing care framework</i>, this website includes toolkits and resources in several languages, as well as updates on how countries are progressing.</p>
<p><b>Nurturing care – YouTube channel</b></p> 		<p>Includes pre-recorded presentations in several languages. The presentations provide an overview of the <i>Nurturing care framework</i>, explain the components of nurturing care, and describe how to implement the strategic actions of the Framework.</p>
<p><b>Early Childhood Development Action Network (ECDAN)</b></p> 		<p>Covers the broad spectrum of early childhood development, up to the age of eight. It brings together a wealth of resources across health, education, child protection and more. It also offers an online community of practice through its platform ECD Connect.</p>

## Annex 2. Training resources to develop the skills of providers

Many training resources exist to introduce new skills to providers. **Table A2** lists theoretically strong, evidence-based and tested training packages to support the skills needed to implement the suggestions in the *Practice guide*. To be effective, generic guides and protocols should be adapted to the cultural context, delivery systems and category of providers, for incorporation into existing curricula and pre- and in-service training. Many of these materials have been adapted by users in different regions, for a range of service providers, and for humanitarian settings and health crises.

More information on these packages, videos and other supplementary training materials can be found on the nurturing care website (<https://nurturing-care.org>) and the Early Childhood Development Action Network (ECDAN) website (<https://ecdan.org>). As new resources become available, they will be added, with examples of how they are being used. These websites will also include tools to assess caregiving practices, monitor and evaluate programmes, and measure child development, especially appropriate for low- and middle-income countries.

**Table A2. Training packages to develop the skills of service providers**



RESOURCE	YEAR	DESCRIPTION	ADAPTATIONS & LANGUAGES
<p><b>Care for child development: improving the care of young children</b></p> 	2012	Designed to help families build stronger relationships with their young children and solve problems in caring for their children at home. Includes recommended play and communication activities for families to support children's early learning and provide responsive care.	<ul style="list-style-type: none"> <li>Used in over 40 countries.</li> <li>Translated into more than 17 languages.</li> <li>Adaptable for use in facility, community and home-based services, via group and one-to-one sessions.</li> </ul>
<p><b>Caregiver skills training for the management of developmental disorders</b></p> 	2015	Designed for families with children with developmental difficulties and persistent behavioural disorders. Helps caregivers use play and caregiving routines as opportunities for the child's learning and development.	<ul style="list-style-type: none"> <li>Undergoing field-testing in more than 30 countries worldwide.</li> <li>Also available as e-learning modules.</li> </ul>

Table A2. Continued




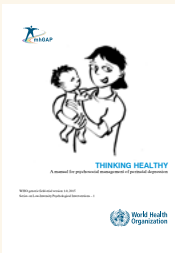

RESOURCE	YEAR	DESCRIPTION	ADAPTATIONS & LANGUAGES
<p>Caring for the caregiver</p> 	2020	Aims to build frontline workers' skills in strengths-based counselling to increase caregivers' confidence and help them develop stress management, self-care and conflict-resolution skills to support their emotional well-being.	<ul style="list-style-type: none"> <li>Currently being validated and adapted in eight countries through implementation research.</li> <li>Translation into multiple languages underway.</li> </ul>
<p>Caring for the child's healthy growth and development</p> 	2015	Equips community health workers with the knowledge and skills to counsel families to: i) breastfeed young children and give their children nutritious complementary foods; ii) play and communicate with their children to help them learn and to strengthen their relationships with their children; iii) prevent childhood illnesses and injury; and iv) recognize signs of illness and take their children to a health facility.	<ul style="list-style-type: none"> <li>Adapted in Zambia and Bukhali, South Africa.</li> <li>Can be used with other modules on newborn and sick-child care in the series <i>Caring for newborns and children in the community</i>.</li> </ul>
<p>Reach up and learn</p> 	1975	Based on the Jamaica Home Visit intervention. Equips front-line workers with the skills to model and demonstrate activities that caregivers can use to support their child's early learning and development.	<ul style="list-style-type: none"> <li>Adapted for use in health, nutrition and social protection programmes in over 15 countries (e.g. Bangladesh, Colombia, Peru, the Syrian Arab Republic).</li> </ul>

Table A2. Continued

RESOURCE	YEAR	DESCRIPTION	ADAPTATIONS & LANGUAGES
<p>Thinking healthy: a manual for psychological management of perinatal depression</p> 	2015	<p>A low-intensity psychological intervention for use at the community level to address maternal depression during the perinatal period. Uses pictures for mothers to monitor their moods, identify negative thoughts, and recognize the consequences on themselves and others. Helps mothers set goals to practise activities to develop more positive thoughts and actions through techniques used in cognitive behavioural therapy.</p>	<ul style="list-style-type: none"> <li>Available in English, French, Italian, Spanish, Turkish and Urdu.</li> </ul>
<p>Responsive care and early learning addendum for IYCF counseling</p> 	Draft 2021	<p>A set of seven counselling cards identifies messages on responsive care and early learning to integrate with the UNICEF <a href="#">Community infant and young child feeding counselling package</a>.</p>	

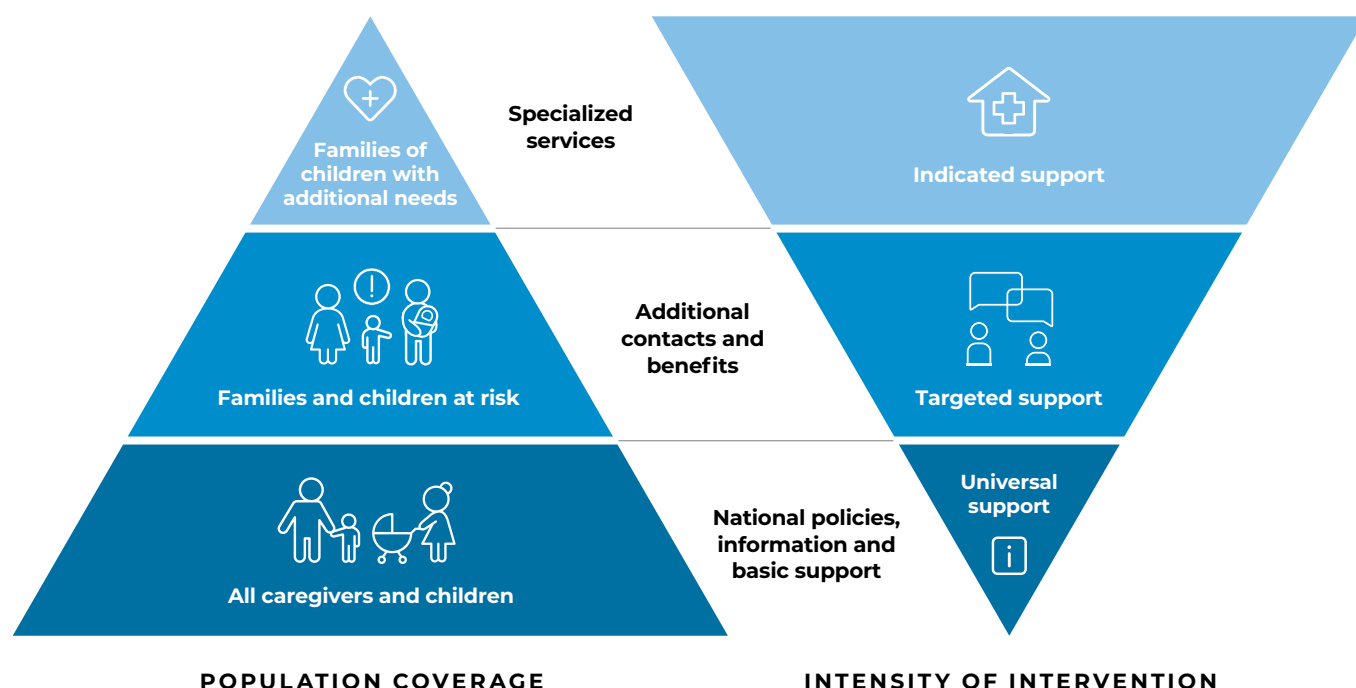


## Annex 3. Strengthening nurturing care and support to caregiver well-being across the three levels of support

Caregivers, families and communities need different levels of support – universal, targeted and indicated – to be able to provide their children nurturing care and care for themselves.



**All children and their caregivers need some support. Some children and caregivers need all the support they can get.**





**Table A3** provides illustrative examples of how providers can support caregivers' practices and well-being in the context of universal, targeted and indicated support.

**Table A3. Supporting caregivers' practices and well-being by type of support**






LEVEL OF SUPPORT: UNIVERSAL SUPPORT FOR ALL CAREGIVERS AND CHILDREN	
 <b>Responsive caregiving</b>	<p><b>Before birth, ask the mother and father</b></p> <p><i>Does your baby move and kick? Show me how you respond.</i></p> <p><i>Gently holding the abdomen where the baby is kicking and talking or singing means communicating with the baby while in utero.</i></p> <p><b>Soon after the birth, coach the parents on how to hold the baby</b></p> <p><i>Support your baby's head. Look closely into your baby's eyes. See how your baby reaches for you.</i></p>
 <b>Opportunities for early learning</b>	<p><b>Ask the caregiver</b></p> <p><i>How do you play with your baby? How do you talk to your baby?</i></p> <p>Encourage playful interactions and talking to the baby, long before the baby speaks.</p> <p><b>In the clinic</b> Set up a playbox with sample toy items and a trained volunteer to assist caregivers and children in responsive play.</p>
 <b>Safety and security</b>	<p><b>In the clinic</b> Make sure that the facilities are accessible and safe for all children, e.g. with clean toilets, child-appropriate furniture and supervised play areas.</p> <p><b>Ask</b> <i>Does your child put things into her mouth? The mouth is sensitive for learning about an object (warm, cold, rough, smooth, hard, soft). Help your child explore different objects. Make sure they are safe and clean.</i></p>
 <b>Supporting caregiver well-being</b>	<p><b>Post a sign</b></p> <p><i>If you feel sad and unable to respond joyfully to your child, seek help from your health care provider.</i></p> <p><b>During antenatal visits, discuss with parents:</b> <i>How do you feel about having a baby? What help will you need from your family when the baby is born?</i></p>



Table A3. Continued

LEVEL OF SUPPORT: TARGETED SUPPORT FOR ALL FAMILIES AND CHILDREN AT RISK 	
 <b>Responsive caregiving</b>	<p>During scheduled clinic and home visits: provide regular support for mothers living with HIV and those with chronic illnesses to help them bond with their children and recognize how important they are to their children. Help them to overcome any insecurity about physical bonding, breastfeeding and other responsive practices.</p>
 <b>Opportunities for early learning</b>	<p>During nutrition rehabilitation services: provide a space with a trained volunteer to help caregivers feed, play and communicate actively with their malnourished children, and coach them as they try out new activities appropriate for the child's age and capacities.</p>
 <b>Safety and security</b>	<p>Provide regular home visits to children with physical, cognitive or behavioural difficulties. Help caregivers learn effective strategies for the new challenges they face as their children grow.</p> <p>Observe for signs of neglect and abuse, and refer families to special services if needed.</p>
 <b>Supporting caregiver well-being</b>	<p>Schedule clinic visits to save time and reduce stress. Hold specialized care and rehabilitation on the same days as children receive their primary well-child services (e.g. immunization, growth monitoring).</p> <p><b>Ask questions and observe for signs of poor parental mental health. Refer parents for special services if needed.</b></p> <p>Arrange home visits and group support for caregivers facing similar difficulties (e.g. with children with HIV, cerebral palsy, autism or learning difficulties).</p>
LEVEL OF SUPPORT: INDICATED SUPPORT FOR FAMILIES AND CHILDREN WITH ADDITIONAL NEEDS 	
 <b>Responsive caregiving</b>	<p>Engage families of children with developmental delays and disabilities in activities that help them recognize the variety of ways in which the child communicates. Help them to interpret and respond to the child's interests and signals. Help caregivers use painless, fun, home exercises for the child's motor and cognitive development.</p>
 <b>Opportunities for early learning</b>	<p>Refer caregivers to specialized services that can help them learn new activities appropriate for their child's needs and capacities. Encourage opportunities in the community for inclusive family activities, childcare, special education, and group support for learning.</p>
 <b>Safety and security</b>	<p>Identify appropriate social services. Refer caregivers to specialized services for substance abuse, mental health or violent behaviour. If necessary, work with social services to temporarily place at-risk children with a caring grandparent or other responsible family member.</p>
 <b>Supporting caregiver well-being</b>	<p>Map available community resources for specialized care, including mental health services, and set up referral networks for caregivers. Ensure caregivers receive counselling for the challenges they face and their need for self-care.</p>