



Home Visiting Workforce Needs Assessment Tool

A User's Guide

2020

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Introduction

A growing body of evidence links well-trained and supported early childhood personnel with the achievement of positive developmental outcomes for children. Yet, despite increased interest in developing effective early childhood development systems, greater efforts are needed to strengthen the preparation and support of those working with young children and their families (e.g. home visitors, preschool staff, and community health workers). To address this challenge, the [Early Childhood Workforce Initiative](#) (ECWI), co-chaired by [Results for Development](#) (R4D) and the International [Step by Step Association](#) (ISSA), produces new knowledge and equips decision makers with evidence-based tools and resources to support the development of a quality early childhood workforce at scale. This early childhood workforce includes the frontline workers who deliver services to young children and families under the age of eight as well as those who directly train and supervise them, including volunteers, paraprofessionals, and professionals employed by government or non-state actors. These personnel work within and across a variety of sectors, including education and care, health and nutrition, sanitation and hygiene, and social and child protection.

Why a Home Visiting Workforce Needs Assessment Tool?

In 2018, ECWI developed the [Home Visiting Workforce Needs Assessment Tool](#) to help relevant government agencies and implementation partners reflect on the ways in which they can support personnel delivering and ensuring the quality of home visiting programs¹ across sectors for pregnant mothers and caregivers with children under 3. Inspired by UNICEF's work in the pre-primary sub-sector, this Tool was developed to respond to an increased country focus on supporting parents and children in the first 1,000 days, and to complement global efforts for implementing the Nurturing Care Framework as well as existing tools/resources. The support that home visitors receive prior to entry and while in their roles and the overall environment in which a program operates influence the quality of services provided. Taking this into account, the Tool addresses topics directly impacting the workforce in their day to day roles along with those influencing the overall system in which a program operates.

Why a User's Guide?

Recognizing that the feasibility and sustainability of using the Tool will depend on the ease with which country stakeholders can operationalize it on their own, R4D and ISSA developed this User's Guide. Drawing on lessons learned from the two countries where the Tool was piloted in 2019 (Bulgaria and Siaya County, Kenya), the User's Guide lays out the steps needed to:

- ▶ Prepare for the application of the Tool,
- ▶ Organize and facilitate a workshop with stakeholders at both the national and sub-national levels, and
- ▶ Take action on findings generated from the workshop.

Sections in the User's Guide

The Guide contains three main sections:

Section 1: Overview of the Tool and the User's Guide

- ▶ Provides an overall understanding of the content of the Tool and the Guide and orients the reader in using them.

Section 2: Guidance for Using the *Home Visiting Workforce Needs Assessment Tool*

- ▶ Provides an in-depth look at how to use the Tool.
- ▶ Guides readers through the four-phases of Tool implementation (Planning and Preparation; Workshop; Initial Workshop Follow-up; Medium to Long Term Follow-up).

Section 3: Annexes

- ▶ Provides detailed workshop agendas, materials, handouts and templates to implement the Tool.

¹ We are defining home visiting programs as those that typically involve regular, structured visits by a trained individual to a caregiver and child. Support may be provided through a combination of individual sessions in the home and group sessions in homes or community settings. Home visiting focuses primarily on improving parenting behaviors and home environments with an ultimate aim to impact child outcomes.

Section 1

Overview of the Tool and the User's Guide

Home Visiting Workforce Needs Assessment Tool

Purpose and Audience

The *Home Visiting Workforce Needs Assessment Tool* was developed based on an extensive review of literature and existing tools and enhanced through a consultative process with global and regional experts. The Tool is intended for use by countries with home visiting programs at either the sub-national and/or national levels.² However, it can also be useful for countries that are interested in, or just getting started with, establishing home visiting programs in their current systems.

Drawing on UNICEF's work in the pre-primary sub-sector, this Tool aims to help policymakers:

- ▶ Understand current workforce development policies and practices.
- ▶ Identify areas of strength and gaps.
- ▶ Prioritize areas for government attention.
- ▶ Have increased communication and knowledge exchange across stakeholders and sectors.

The Tool is primarily designed to support Ministries/ government agencies interested in stock-taking or identifying new priorities/plans which address the home visiting workforce. While the Tool can be used in different ways, it is envisioned that key stakeholders will come together in a participatory workshop to reflect on the current situation of their home visiting program, identify gaps in the system, and prioritize areas for attention related to supporting and strengthening the home visiting workforce.

Overview of the Tool

The Home Visiting Needs Assessment Tool is a reflective Tool, comprised of seven Areas:

- ▶ Workforce Expectations
- ▶ Curricula, Materials & Resources
- ▶ Training, Supervision, & Career Development
- ▶ Workforce Conditions
- ▶ Program Design
- ▶ Enabling Environment
- ▶ Monitoring and Quality Assurance

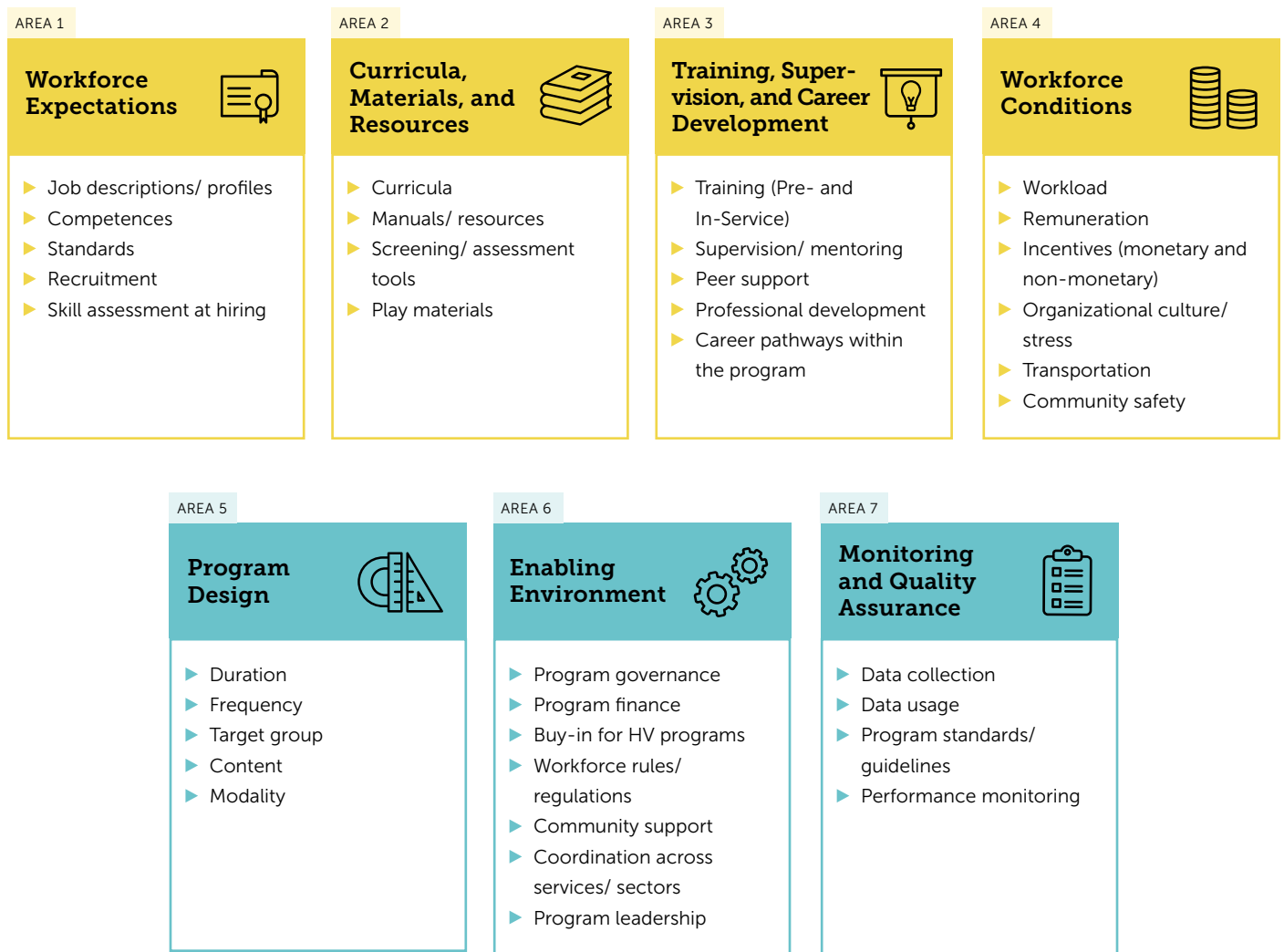
All Areas are interconnected and vital for strengthening home visiting personnel and the quality of programs overall. The first four Tool Areas impact the work of home visitors on a *day to day* basis (the inner circle), while the final three Tool Areas reflect what is needed at the *system-level* to support service delivery (the outer circle).

▼ **Figure 1:** Supporting and Strengthening the Home Visiting Workforce



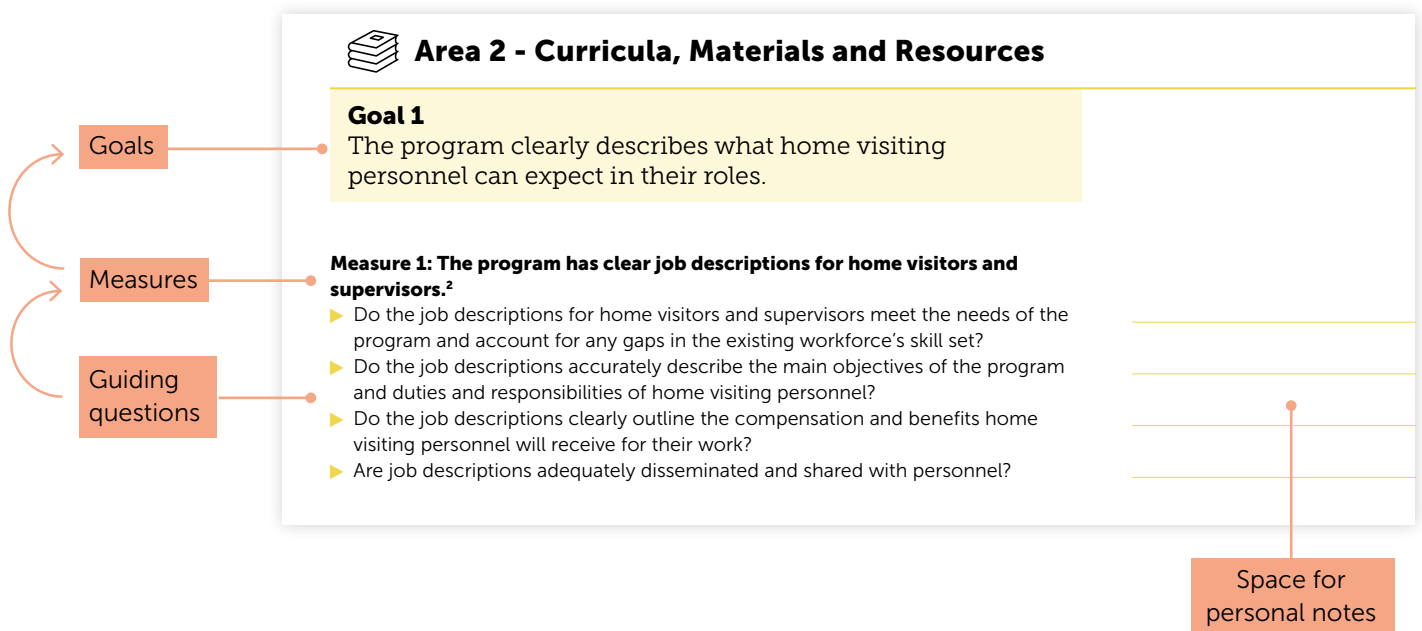
² The Tool is in the process of being translated and will be available in six languages: English, French, Portuguese, Russian, Arabic and Spanish both electronically and in printed form.

▽ **Figure 2:** Areas of the ECWI Needs Assessment Tool



Each Area of the Tool includes a series of goals that are broken down into measures, and further into guiding questions to enable discussion and reflection.

▽ **Figure 3:** Structure of a Tool Area



Experience with the Tool

In 2019, the R4D and ISSA teams piloted the Tool in Sofia, Bulgaria, in cooperation with the UNICEF Country Office and the Ministry of Health, and in Siaya County, Kenya, in cooperation with the Ministry of Health and the Government of Siaya County. Experiences and lessons learned from the pilots demonstrate the Tool's ability to provide guidance to policymakers in planning efforts to improve workforce capacity at the sub-national and national levels.

"It could be used both at the level of service provider (with some adaptation) and at the system level. At the system level, it provides a very comprehensive, long term framework for human resource development."

– Participant in Tool Pilot

The pilot workshops included representatives from across the programs (e.g. program managers, supervisors, program leaders, frontline workers), relevant sectors (e.g. nutrition, education, health, social and child protection), and levels of government (e.g. sub-national, national) and provided opportunities for building shared understanding among stakeholders while also supporting the identification of solutions for policy and practice. At the end of the workshops, participants noted that the Tool and workshop:

- ▶ Pushed them to think holistically about Bulgaria and Siaya County's home visiting system.
- ▶ Empowered frontline workers to constructively voice their needs and concerns to senior policy officials.
- ▶ Improved their understanding of their role and the overall complexity of the system.
- ▶ Helped to start the process of identifying actions to address challenges emerging from the workshop.
- ▶ Encouraged them to prioritize group reflection and discussion as a part of policy planning and program improvement processes.

In Kenya, the Tool, its implementation process, and the findings have contributed to the following at the County level:

- ▶ Design of program tools such as observational checklists for supervisors to assess the quality of home visits
- ▶ Inputs to draft health bills which articulate resources and support for frontline workers
- ▶ Financial commitments for supplies for frontline workers

"The Tool provides insight in aspects related to quality of the services and their set up – may help improve the aspects related to quality (standards, curriculum, Tools, monitoring and evaluation systems)."

– Participant in Tool Pilot

User's Guide

Purpose and Audience

The User's Guide is designed to facilitate the use of the Home Visiting Workforce Needs Assessment Tool and aims to:

- ▶ Promote an understanding of the Tool and enable users to apply it independently.
- ▶ Share guidance on how to mobilize relevant stakeholders to engage in dialogue and reflections on the home visiting workforce to identify strengths, weaknesses, and areas for improvement.
- ▶ Share ideas for using the Tool to enhance communication and coordination across stakeholders within a service/system.
- ▶ Provide guidance on how the information collected during the process can be used to strengthen the home visiting system.

The User's Guide is primarily intended for stakeholders using the Tool to facilitate multi-stakeholder planning processes, including those working in government, NGOs, and development partners.

Section 2

Guidance for Using the *Home Visiting Workforce Needs Assessment Tool*

Getting started

Are you ready to implement the Tool?

One of the first steps in this process is determining whether the Tool is appropriate for use in a particular context and if so, the best time to implement it. The following are important considerations:

- ▶ Is there interest in scaling the home visiting program or attention within the system to strengthening the home visiting workforce?
- ▶ Are key stakeholders within the program able and willing to actively participate in a Tool implementation process?

- ▶ Does the program undergo an annual planning process that the Tool implementation can inform? When are plans for the upcoming year prepared?
- ▶ Are there key decisions that the program is/will be facing which will influence policies related to the workforce? When will these decisions need to be made?

If there is sufficient interest and attention to improving and/or expanding the workforce and the program, the Tool can be a useful input. It may be best to use it at a critical inflection point so that its outputs may be maximized.

Key Principles for Using the Tool

It is important to note that the Tool can be used in many ways and through different modalities. We encourage stakeholders to employ the Tool in the way that makes the most sense for their objectives, while keeping the principles noted below in mind.

ADAPT THE TOOL AND GUIDANCE AS NEEDED. The User Guide provides indicative guidelines on how the Tool can be used. Users should adapt the Tool and guidance to the specific country context, the needs of the country leads and other stakeholders, and level of development of programs and services require flexibility and adaptation. For example, it may be helpful to tailor the terminology in the Tool to a specific workforce (e.g. community health workers instead of home visiting personnel) or use a subset of the most relevant Areas of the Tool.

ENSURE WIDE REPRESENTATION AND CREATE A PARTICIPATORY ENVIRONMENT. The Tool was designed to be inclusive and facilitate dialogue among a diverse range of stakeholders across roles, sectors and levels of government. Since frontline workers and policy makers may not be used to working side by side with one another, create a space for frontline workers to voice their opinions by establishing an atmosphere that is marked by mutual respect regardless of a status and educational background. Maintaining an open and participatory approach will not only allow the voices of different stakeholders to be heard throughout this process but will also promote collaboration and shared responsibility for the outcomes of the process.

DOCUMENT THE ENTIRE PROCESS. Although the four phases of implementation are distinct, the information gathered in one phase will inform subsequent phases. Record information through formal (e.g. key informant interviews, focus group discussions, workshop

discussions), and informal (e.g. any issues that arise, lessons learned, feedback received from stakeholders) channels. Notetaking will especially be important during the Workshop to capture information provided by participants. If consent is given, it may be useful to take advantage of other forms of documentation (e.g. photos or audio recordings). Doing so will help create a comprehensive narrative of each phase which can contribute to a complete analysis of the home visiting program and the potential actions that can be taken to strengthen it.

ADAPT THE IMPLEMENTATION MODALITIES AS NEEDED. While this User Guide focuses on an in-person convening, there may be several ways to implement the Tool virtually. One could envision an online workshop series, or an online workshop commencing and concluding the process but complemented by several smaller in-person engagements. Hybrid or sequenced events could allow for additional participant interaction or the opportunity to rotate leadership roles among participants. For example, each of the stakeholder groups could have in-depth discussions about a Tool Area and then convene as a larger group to compare findings and chart the path forward. There may also be opportunities for additional discussion, small-group work, or research and data collection activities between engagements. Many online collaboration tools allow for breakout rooms, brainstorming, or polling, and can mirror the participatory activities described in this Guide.

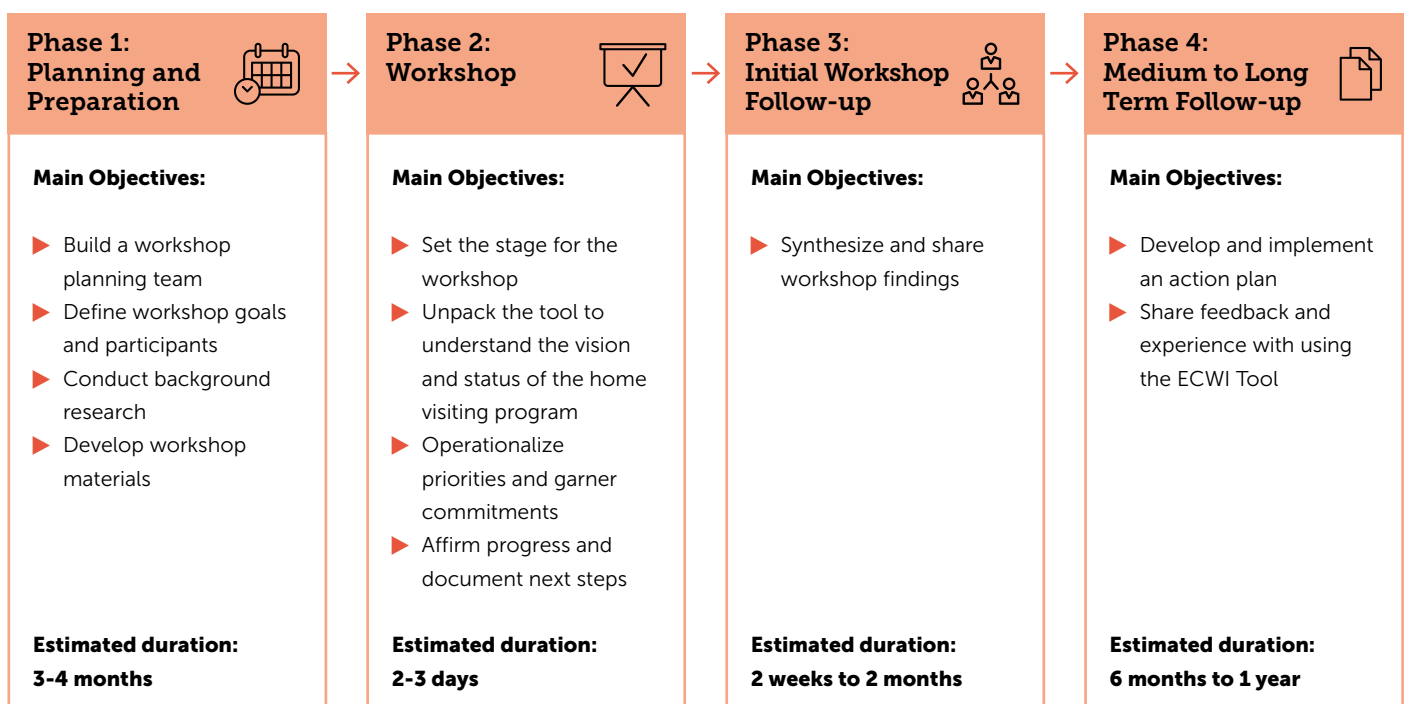
Implementation guidance

This section highlights the four key phases of implementation for the Tool: Planning and Preparation, Workshop, Initial Follow-up, and Medium to Long-Term Follow-up. Each phase includes a set of objectives and tasks, as well as facilitation tips and lessons from pilot workshops in Bulgaria and Siaya County, Kenya. Figure 4 below provides an overview of the entire implementation process, including the main objectives and estimated duration of each phase. Supplementary resources for the implementation guidance are marked with a paperclip symbol (📎) and can be found in the Annex.



While reviewing the implementation process, supplementary resources can be found in the [Annexes in Section 3](#)

▼ **Figure 4:** *Phases in the implementation process*



Phase 1

Planning and Preparation



Estimated duration: 3-4 months

The planning and preparation phase sets the stage for the implementation process. This section provides guidance and tips on how to prepare for a workshop by building a planning team, defining goals and participants, conducting background research, and developing workshop materials.

Objective 1 Build a workshop planning team

Objective 2 Define workshop goals and participants

Objective 3 Conduct background research

Objective 4 Develop workshop materials



A proposed activity checklist to assist in carrying out these activities can be found in [Annex 1](#).

Objective 1

Build a workshop planning team

A small team should be convened to lead the planning and development of the workshop. This team should include individuals who can play advisory, planning, and research roles. Depending on the composition of your team, certain individuals may fulfill more than one role; all should play a role facilitating the workshop sessions. Illustrative tasks for each role are presented below.

Team members playing an advisory role (e.g. Government representatives or program managers) typically have authority over key decisions related to the workshop and will be less involved in the operational details of executing the workshop. The research functions can be carried out by a core member of this planning team or by an independent consultant. The scope of this research role is elaborated under Objective 3: Conduct Background Research.

Pilot Highlight

Ahead of both pilot workshops, in-country consultants conducted key informant interviews (KIIs), focus group discussions, and desk research on the home visiting system. During the workshop, the data collected was used to illustrate the current status of the program and the experiences of the workforce. This input was instrumental in ensuring participants had a common understanding of the system and fueling data-driven discussions among stakeholders during the workshop.

▽ Box 1: Workshop Planning Team Roles

ADVISORY

- ▶ Gain approvals for workshop and determine optimal timing
- ▶ Guide workshop goals and objectives
- ▶ Influence how outputs will be used for policy or programmatic decision-making
- ▶ Ensure appropriate stakeholder participation
- ▶ Provide introductory remarks and (co-)facilitate workshop sessions
- ▶ Review workshop synthesis

PLANNING

- ▶ Elaborate workshop goal and objectives
- ▶ Draft agenda and participant list
- ▶ Contextualize and translate Tool; develop workshop materials
- ▶ Coordinate workshop logistics
- ▶ Recruit and oversee research consultant (optional)
- ▶ Facilitate workshop sessions
- ▶ Draft and share workshop synthesis

RESEARCH

- ▶ Collect and synthesize technical background on the home visiting program and its workforce
- ▶ Conduct desk research
- ▶ Conduct stakeholder interviews

Objective 2

Define workshop goals and participants

Define goals and objectives

The workshop planning team should define a small number of goals and objectives for the workshop. Is the purpose to use findings to enhance a strategic plan? Are there planned reforms that this process can support? These decisions should be made with input from the advisory members (who can also seek approval for the workshop, if needed) and drive every aspect of the workshop, including how the outputs will be used. The goals and objectives should also be strongly informed by the background research detailing the home visiting program context, and the background and status of its workforce.

Create the participant list

The participant list should include a diverse range of stakeholders across the national and sub-national levels, including relevant government representatives, program managers, ECD experts across sectors, civil society representatives, home visiting personnel, and more. Ideally, stakeholders should have prior knowledge of, or experience working with, the home visiting system (if not, consider what background information should be provided).



Pilot Highlight

The primary goals of the Bulgaria workshop were to:

- Prompt national discussions on the need to establish long-term measures to ensure a qualified home visiting workforce.
- Identify specific measures for scaling the home visiting service to a national program.



A sample invitation letter defining the workshop goals and event arrangements can be found in [Annex 2](#).



WORKSHOP TIP

The Tool workshop encourages active participation through small group-activities, large group discussions, and trust-building energizer activities. In developing the participant list, consider:

- ▶ How many participants are needed to ensure diversity of experience and representation across stakeholder groups?
- ▶ How many participants can be effectively managed in small- and large-group discussions and activities?

In selecting a venue, consider:

- ▶ Can materials be posted around the room / on the walls?
- ▶ Is there enough space for small and large group discussions? For participants to move about and collaborate?
- ▶ Is the venue equipped with appropriate materials to host the workshop (e.g. projector, flip charts, cable extensions, HDMI cables)?

Objective 3

Conduct background research

Conduct desk research

Desk research can help narrow the focus of the workshop and provide common background for stakeholders working across the system. A member of the planning team or an independent consultant can help gather and review key policy and program documents on the home visiting services, such as:

- ▶ ECD programs and services (e.g. key policy developments, challenges related to scaling and quality)
- ▶ The home visiting program (e.g. key actors, primary objectives, evaluation results)
- ▶ The home visiting workforce (e.g. recruitment, the typical profile of home visiting personnel, working conditions, training).



A list of possible tasks and recommended competences for the research role can be found in [Annex 3](#).

In cases where documentation is limited or does not exist, this process can highlight what is missing and what needs to be developed.

Conduct stakeholder interviews

Key informant interviews (KIIs) and focus group discussions (FGDs) (across national and sub-national levels) can identify key issues and challenges to be prioritized for discussion and stimulate dialogue during the workshop. Interviews can be held with a sample of frontline workers, supervisors, trainers, program leaders, Ministry officials, etc., as a limited number of participants will attend the workshop in person. If limited time or resources are available, prioritize interviews with frontline workers and supervisors as they can provide insight into the delivery of services. Interview protocols should be adapted to align with the objectives of the workshop, but generally, information can be gathered on:

- ▶ The priorities and goals of the home visiting program
- ▶ Experiences and challenges of frontline workers related to training, supervision, caseload, etc.
- ▶ Areas requiring further strengthening within the program (e.g. monitoring, training, supervision)



Sample interview protocols can be found in [Annex 4](#).

Synthesize findings

The findings from the desk research and stakeholder interviews should be synthesized and shared with the workshop planning team to inform the focus and design of the workshop. These findings should also be summarized for the workshop participants to ensure a common understanding of the home visiting program and context.

Objective 4

Develop workshop materials

Develop the agenda

The workshop agenda should reflect the home visiting context, goals, objectives, and time available. There are 4 core sessions for the workshop that move participants through a thorough assessment of the system and identification of ways to strengthen it. Descriptions of these sessions are included in the *Workshop* section.



Pilot Highlight

Participants from both pilot workshops noted that a 2.5 to 3-day workshop would be optimal for participants to engage in deeper discussions and reflections on the Tool. Two days is likely the minimum amount of time needed to implement the whole Tool.



A sample external agenda can be found in [Annex 5](#).

While the sessions and format of the workshop can be adapted by the workshop planning team to meet local needs, the following considerations are strongly recommended:

- ▶ Define session facilitators, co-facilitators, and note takers;
- ▶ Ensure participants have a common understanding of the home visiting context;

- ▶ Provide opportunities for small-group work and large-group discussion, including opportunities to reflect and share learnings;
- ▶ Define a strategy to address any power dynamics within the group and ensure that diverse participants from across roles, sectors and levels of government can share openly with colleagues;
- ▶ Build in energizer or trust-building activities;
- ▶ Build in time for the workshop planning group to meet at the end of the day to assess and change subsequent days to meet objectives and participant needs, as well as at the end of the workshop to review progress and define next steps.



WORKSHOP TIP

Develop an internal agenda that details team members' roles, facilitation and activity instructions, and materials.

It might be helpful to hire a rapporteur to take additional notes during the meeting.

Workshop sessions and activities are described in detail in the *Workshop* section.

RECOMMENDED WORKSHOP FACILITATOR(S) COMPETENCES

- ▶ Well-versed in the home visiting program and the context in which the Tool is being implemented.
- ▶ Expertise managing groups of stakeholders from multiple sectors and levels and able to promote open and frank group discussions.
- ▶ Experience synthesizing large amounts of information in a short amount of time.
- ▶ Organized, detail-oriented, and able to handle multiple responsibilities at the same time.
- ▶ Flexible and adaptable to change.

Contextualize the Tool and Supplementary materials

The workshop planning team should review the Tool and ensure that all terms and references are appropriate for the context (e.g. frontline workers are called Community Health Volunteers not Home Visitors) and that any translations can be completed and reviewed for accuracy. Workshop materials, including the main Tool, the Tool Overview, Reflection Grids and accompanying Measure Statements, a summary of the Home Visiting System, and synthesis of findings from the pre-workshop interviews should be developed. These materials are reviewed in the *Workshop* section.



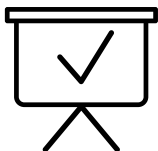
The tool overview can be found in [Annex 6](#) and a full list of suggested materials can be found in [Annex 7](#).



At the end of the Planning and Preparation Phase, the following questions should be answered:

- Who will be involved in the planning and consultation of the workshop? What is each person's role?
- What are the goals and main objectives for the workshop?
- Who will attend the workshop? Where will the workshop take place?
- What background information (from desk reviews, key informant interviews, or focus group discussions, etc.) will inform the workshop?
- What is the draft agenda for the workshop?
- What materials do you need to successfully execute the workshop?
- Who will facilitate and support each session of the workshop? What is each person's role in the delivery of the workshop?

Phase 2 Workshop



Estimated Duration: 2-3 days

This section provides guidance on how to ensure that participants are working towards the workshop's goals and includes specific examples of activities that can be used during the four core workshop sessions. These are suggestions and can be adapted based on the particular needs of the program and country context.

Objective 1 Set the stage for the workshop

Objective 2 Unpack the tool to understand the vision and status of the home visiting program

Objective 3 Operationalize priorities and garner Commitments

Objective 4 Affirm progress and document next steps



Detailed instructions (and examples) for each session can be found in [Annex 8](#).

Objective 1

Set the stage for the workshop

Lay the foundation

Key stakeholders (e.g. government officials or program managers) should make a few opening remarks on what they envision for the workshop, restate the goals and objectives, and affirm how the outputs will be used. Introduce participants and set the stage for collaboration, including developing workshop norms (e.g. manage the use of technology, respecting other opinions).

Provide an overview of the home visiting program

As participants will come from different roles across the system, it is important to establish a common understanding of the home visiting program in the region or in the country. Consider presenting:

- ▶ An overview of the home visiting system and its workforce.
- ▶ Key findings from the desk research, key informant interviews (KIs), and focus group discussions.
- ▶ The current strengths and weaknesses of the home visiting system.
- ▶ Any enablers or barriers to strengthening the home visiting system.

Introduce the Tool

Present the Tool to participants by highlighting its purpose and the different Areas, goals, and measures. Clearly describe the structure and how the guiding questions inform the measures and goals. Sample slides that can be used can be found [here](#).

Provide participants with a hard copy of the *Tool Overview*, which summarizes the Tool's background and content, along with a table of the Tool Areas, goals, and measures. Most of the workshop sessions will focus on the measures within each Tool Area, using the guiding questions to prompt discussion and reflection among participants.

WORKSHOP TIPS

TIP 1 Emphasize that the workshop is intended to be participatory and collaborative and that the agenda can change depending on the needs of the group. Allowing different stakeholders to take the lead in facilitating certain sessions can promote its shared ownership.

TIP 2 The person responsible for gathering data during the *Planning Phase* can introduce participants to the information gathered during the desk research and interviews.

TIP 3 Providing participants with a copy of the full Tool to reference during the workshop can help them better digest its content. You can have one copy of the Tool per table, or for pairs or trios to limit the number of printed copies. Sending participants the Tool Overview ahead of the workshop will also increase their familiarity with its contents and structure.

Objective 2

Unpack the Tool to understand the vision and status of the home visiting program

CORE SESSION: Establishing a vision for the home visiting program.

The objective of this session is to have participants collaboratively define their vision for the home visiting program – what they would like to see achieved in this Area in the next 2-3 years? Encourage participants to think about the ideal situation – what would be in place to enable the workforce to best serve families and children?



An overview of the session is provided below and the detailed instructions are included in [Annex 8](#).

Begin by posting the four Areas (Workforce Expectations; Curricula, Materials & Resources; Training, Supervision, & Career Development; Workforce Conditions) on flip charts around the room and asking participants to stand near the one Area they believe is the most important for their home visiting program. A workshop planning team member should be assigned to facilitate each group and help them collaboratively brainstorm a vision statement (or group of statements). Participants should be encouraged to develop this vision without looking at the Tool so that they are not limited by the goals defined in the Tool. Encourage participants to then review the visions defined by the other groups. Once this has been done for the Areas impacting home visitors on a day to day basis, repeat the process for the system-level Tool Areas (Program Design; Enabling Environment; Monitoring and Quality Assurance)



WORKSHOP TIP

If stakeholders naturally congregate to the same Tool Areas, you may have to re-assign participants to different groups to ensure that there is a diverse mix of stakeholders in each Tool Area. Alternatively, if no participant chooses a specific Area, you can skip this Area in the discussion. However, you should take some time to discuss why no participants identified it as being important.

WORKSHOP TIP

Reflection Grids should be quite large so the group can work collaboratively to place the Measure strips – about the size of a 4-person table. These Grids can be professionally printed (which can be costly) or recreated on large poster paper.

The Measure strips should be numbered for easy reference. For example, in Tool Area 4, the strip for the first goal and measure would read “G1 M1: Home visiting personnel have job security.”



CORE SESSION: Reflecting on the current home visiting program across each Tool Area.

The objective of this session is to have participants use the guiding questions in each Tool Area to reflect of the current status of the home visiting program, assess what is already in place, what is not, and how feasible it would be to implement.



An overview of the session is provided here and the detailed instructions are included in [Annex 8](#).

Begin by forming small groups to focus on each Tool Area and encouraging each group to discuss the *Measures* and associated *Guiding Questions* within their respective Tool Area. As earlier, a member of the workshop planning team should facilitate the discussion. This member should also have one large *Reflection Grid* and pre-cut strips of each numbered *Measure* (see Figure 5 on the next page). Ask participants to discuss each measure and consider:

- ▶ Has this measure been implemented (e.g. Status)?
- ▶ How easily could the measure be implemented (e.g. Feasibility)? What steps might be required to implement this measure?

The Reflection Grid contains these same questions along the X- and Y-axes. Affix each Measure strip to the Reflection grid (with tape, sticky dots, etc.) according to its status and feasibility of implementation. Encourage participants to walk around the room and note how other groups plotted their measures.

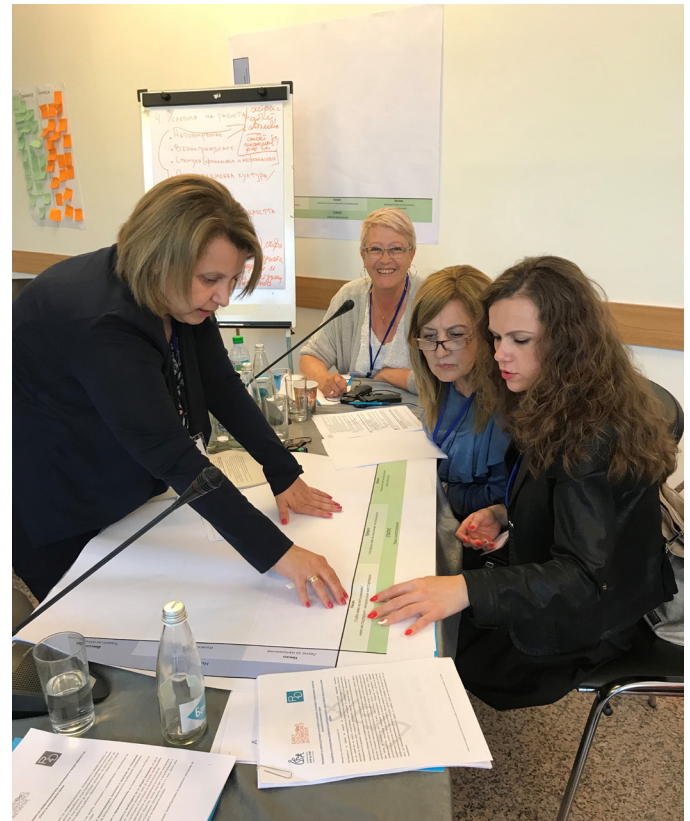


A larger example of the reflection grid (and link to an editable template) can be found in [Annex 9](#).



WORKSHOP TIP

Reflection Grids are a useful tool to help participants visualize the strengths and weaknesses of the system. However, for a large group discussion, participants will have an easier time viewing the results on power point slides. Create one slide per Tool Area - include the Vision Statement the group created and summarize the implementation status and feasibility of the Measures.



▽ **Figure 5:** Reflection Grid and Measures

Area number and name:
Area 4. Workforce Conditions

STATUS Stage of implementation			FEASIBILITY Level of difficulty to implement
Low Weak implementation or not initiated	Medium Implementation initiated, but not complete	High Implementation complete or well established	
<div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;">G3 M2: The program values community safety and takes measures to ensure the</div> <div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;">G3 M1: The program promotes an</div> <div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;">G2 M2: Supervisors are efficiently able to manage their workloads as well as the workloads of their supervisees and</div> <div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;">G2 M1: Home visitors are efficiently able to manage their workloads.</div>			High Difficult High Difficult
			Medium Feasible with effort
			Low Easy to do



CORE SESSION: Establishing a shared understanding of the home visiting program across all Tool Areas and identifying priority Areas.

The objective of this session is to ensure that all participants understand the current status of the home visiting program across each Area of the Tool and then prioritize a subset of the Areas for further attention. Earlier, participants had in-depth discussions of the selected Tool Area(s) in small groups. To ensure a common understanding, reconvene as a large group and ask 1-2 representatives from each Tool Area to provide an overview of their discussion, highlighting how and why they decided to plot each *Measure* on the *Reflection Grid*. Through this presentation, participants may gain a new understanding of the program. Furthermore, this discussion will lay the groundwork for the group to prioritize Tool Areas and develop action plans.

Identify priority Areas

Ask participants to vote for the Areas they would like to prioritize for further discussion. Select a maximum of four Tool Areas to focus on for the rest of the workshop. If participants would like to focus on additional Areas, more time can be dedicated to this session.



WORKSHOP TIP

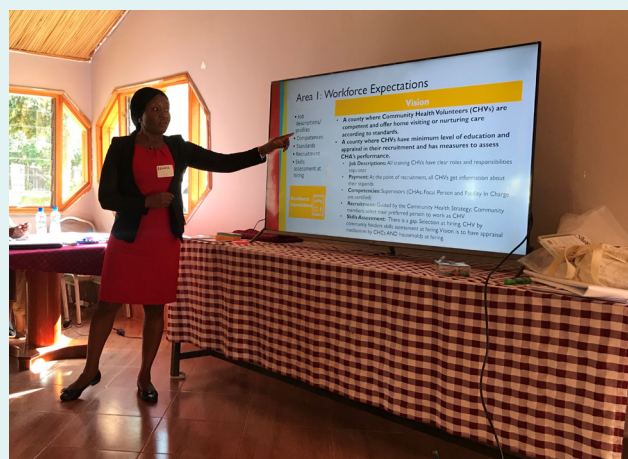
Can you encourage representatives from across the programs, particularly frontline workers or supervisors, to present the summary of the small group discussions? Can you use this opportunity to bring lesser-heard voices to the fore?

Pilot Highlight

During both pilots, Day 1 wrapped up by discussing participants' general impressions from the plotting activity. Participants were also encouraged to:

- Summarize the ideas and lessons learned.
- Reflect on the strengths and weaknesses across the different Tool Areas.
- Tie the discussion back to their home visiting system and the Visions for each Tool Area established earlier in the day.

Day 2 started with sharing the findings from all the Tool Areas. Small group discussions were still fresh in the participants' minds, and the workshop team had time to create power point slides to summarize the findings after Day 1 wrapped.



Objective 3

Operationalize priorities and garner commitments

CORE SESSION: Operationalizing priority Areas

The objective of this session is to discuss how to address the Measures within each Area in order to realize the overall vision that participants defined at the start of the workshop. Participants can choose to split up into four groups and discuss one Area per group, or into two groups and discuss two Areas per group. Encourage each group to include representatives from across the program, sectors, and levels of government. Ask each group to operationalize their priority Area by answering the following questions:

- ▶ What are some of the enablers/ barriers to achieving the vision within this Area?
- ▶ What are the urgent processes that must be addressed in order to realize this vision?
- ▶ What actions are needed to address these processes?
- ▶ How can these actions strengthen the home visiting workforce in this context?

The *Tool*, and particularly the Guiding Questions, can help participants identify concrete actions to strengthen the workforce. At the end of this session, each group should have a draft list of actions that need to be implemented to realize the vision for that Tool Area.



Share priorities and garner commitments

In a large group discussion, participants should outline the steps needed to realize the vision in each of the Tool Areas and gather feedback from the rest of the group. Encourage the group to focus on the following:

- ▶ How will the steps be implemented?
- ▶ What data is needed for implementation?
- ▶ Who needs to be consulted?
- ▶ Who has the decision-making authority to implement it?
- ▶ How can these ideas be included in existing or planned policies?

While stakeholders may not be able to enact all the proposed next steps immediately, try to build consensus around certain priority actions and define how these actions will be taken forward. Likewise, try to define which stakeholders or stakeholder groups will be responsible for moving them forward, and how they will report on progress. Document as much of the discussion as possible.

Pilot Highlight

In Bulgaria, participants were asked to come up with ideas on how conclusions from the workshop can inform a new EU state project. In Siaya County, participants were invited to formulate their conclusions and action steps so that they could become part of the new Bill which was in preparation.

Objective 4

Affirm progress and document next steps

Conclude the Workshop

At the end of the workshop, summarize the main points from the discussion and write out the agreed next steps on flip charts to ensure they are accurately captured. The key stakeholders who opened the workshop can also provide closing reflections, affirm the progress made, and demonstrate commitment for the identified next steps.

The workshop planning team can also gather feedback to gauge how participants perceived the workshop, whether it met its objectives, and what follow-up activities are needed.



An example of an evaluation form can be found in [Annex 10](#).

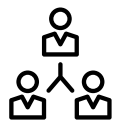


At the end of the Workshop Phase, the following questions should be answered:

- What is the context of the home visiting program?
- What is the desired state of the home visiting program across each of the Tool Areas?
- What is the current state of the home visiting program across each of the Tool Areas? What are the strengths and weaknesses?
- What priorities have been defined?
- What are some of the next steps for taking the priorities forward?

Phase 3

Initial Workshop Follow-up



Objective 1 Synthesize and share workshop findings

Estimated Duration: 2 weeks to 2 months

This section provides suggestions on how to synthesize and share the workshop findings.

Objective 1

Synthesize and share workshop findings

Develop a plan for sharing findings

Prior to and during the workshop, several key issues, priorities, and recommended next steps have emerged on the home visiting program. Synthesize them in one central place so that they can be easily shared, accessed, and reviewed following the workshop. Determine the best way of synthesizing and sharing this information (e.g. a formal report, a series of tables, or a PowerPoint presentation) according to the needs of lead stakeholders and local practice but also considering ease of preparation and use. Synthesizing the process quickly and diving right into next steps will help to maintain momentum generated from the workshop.

Synthesize and share workshop findings

The synthesis should draw on the workshop discussions as well as the data collected prior and include:

- ▶ strengths of the workforce and home visiting program/system,
- ▶ Areas for further attention for the workforce and home visiting program/system, and
- ▶ initial ideas for addressing Areas for attention. See figure 6 for an example matrix to organize the workshop findings.



A Workshop Findings Matrix can be found in [Annex 11](#).

▼ **Figure 6:** Matrix for Organizing Workshop Findings

Tool Area	Goal	Measure	Strengths of the workforce and home visiting program/system	Areas for further attention for the workforce and home visiting program/ system	Initial ideas for addressing areas for attention
Area 1. Workforce Expectations	Goal 1: The program clearly describes what home visiting personnel can expect in their roles.	Measure 1: The program has clear job descriptions for home visitors and supervisors.			
	Goal 2: The program has clearly defined competencies and standards, which are used to inform training and professional development, and monitoring and mentoring processes.	Measure 1: The program clearly outlines competencies and standards for home visiting personnel.			
		Measure 2: Competencies and standards are closely aligned with training and professional development, monitoring and mentoring, and licensing and certification processes.			
	Goal 3: The program has comprehensive processes in place to recruit and hire qualified candidates.	Measure 1: The program employs qualified candidates to work as home visitors and supervisors that reflect relevance to its community.			
		Measure 2: The program has measures in place to assess the fit of prospective home visiting personnel for work within the program.			

Share the draft synthesis with key stakeholders from the workshop (e.g. country leaders) and other participants for their feedback. Set clear timelines and consider a variety of feedback methods (e.g. SMS, email, phone call, small group meetings). In addition to expressing gratitude for the time dedicated to preparing for and attending the workshop, recognizing participants' contributions in the synthesis will help ensure their commitment to staying engaged as the process progresses.

Revise workshop synthesis based on feedback received

Once feedback has been received from participants, plan to revise the synthesis and finalize it for use in developing an action plan. Consult with relevant officials before sharing the action plan with others outside of the workshop.



At the end of the Initial Workshop Follow-up Phase, the following questions should be answered:

- How should findings emerging from the workshop discussions be shared?
- What format should a workshop synthesis take?
- What topics should be covered in a workshop synthesis?

Phase 4

Medium to Long Term Follow-up



Estimated Duration: 6 months to 1 year

Once a workshop synthesis has been developed, it is critical to create an action plan to spearhead improvements that will strengthen the home visiting workforce and program at large. This section provides guidance to implement the workshop findings in the medium to long term.

Objective 1 Develop and implement an action plan for taking forward workshop recommendations.

Objective 2 Share experience using the Tool with ECWI and contribute to knowledge base on early childhood workforce

Objective 1

Develop and implement an action plan for taking forward workshop recommendations.

Identify a core team for workshop follow up

To make progress on addressing priorities emanating from the workshop, identify a core team of 5-7 people and a process for them to convene and review progress toward priorities. These may be the same individuals who were part of the workshop planning team. Similar to the workshop, consider involving a diverse range of members including representatives from frontline workers, officials from different departments, representatives from civil society, etc. Involve individuals who are critical to the implementation of the next steps in each of the prioritized Tool Areas. Once a core team has been identified,

determine the frequency and mode of engagement, such as monthly in-person or virtual meetings.

Develop an action plan

During the first meeting of the core team, develop an action plan. This can be based on the workshop synthesis but should be much more targeted and streamlined. The action plan be organized according to key challenges and include the following sections by challenge: current situation, desired situation, steps needed to get to desired situation, and core team member responsible for tracking progress.

▼ **Figure 7: Example Action Plan Framework**

Area	Current Situation	Desired Situation	Action to be taken	Core team member responsible for tracking progress
Example: Area 3. Training, Supervision, and Career Development	<ul style="list-style-type: none"> Home visitors do not receive continuous feedback on their work which can improve their practice Supervisors lack tools/resources to assess quality of home visits and knowledge/skills of home visitors monitoring tools, develop new tools and adjust existing policies to improve the quality of CHV supervision 	<ul style="list-style-type: none"> Home visitors receive relevant and regular feedback on their work which helps to improve their practice Supervisors have guidance and tools to use in support of home visitors 	<ul style="list-style-type: none"> Introduce guidance for the frequency, duration, and content of supervisory sessions Develop an observational checklist for supervisors to use in support of home visitors 	John Smith (Training Director)

After a draft of the action plan is developed, organize 1-2 group calls with diverse stakeholders to collect their feedback on the action plan. These might include government officials outside of the core team, donors, civil society organizations, and/or frontline workers.

Convene core team to implement action plan and review progress

Once the action plan has been finalized, core team members should take steps needed to shift the current situation to the desired situation. During monthly meetings, core team members can present follow-up meetings, core team members can present follow-up taking place in relation to those challenges for which they

are responsible and troubleshoot any issues that they are encountering.

Share updates on progress

In order to keep workshop participants up to date and maintain accountability for progress, the core team may consider sharing updates with this larger group at a pre-determined frequency (e.g. 2-3 months). Updates need may be shared in a short email, as blurbs in existing newsletters, etc. Consultative calls should also be organized to communicate with this larger group on a periodic basis.

Objective 2

Share experience using the Tool with ECWI and contribute to knowledge base on early childhood workforce

Consolidate and share feedback on Tool and User's Guide

The ECWI team is eager to hear feedback from users of the Tool and User's Guide. To that end, the ECWI team will contact country leads to gather feedback on the Tool in order to make improvements for future materials and encourages county leads to also reach out. Potential topics for discussion may include relevance of Tool Areas and content, gaps in User's Guide, suggestions for improving Tool and User's Guide.

Share experience with using the Tool and User's Guide

As other countries seek to scale up their home visiting programs and strengthen their workforce, each user's experience may be very beneficial to others. Consider sharing more about this experience through blog posts, webinars, or other opportunities. The ECWI team can help to facilitate this if there is interest.

At the end of this Medium to Long Term Follow-up Phase, the following questions should be answered:

- What process can be used to develop an action plan?
- Who should be involved in developing and implementing an action plan?
- How can progress toward achieving objectives laid out in the action plan be tracked?
- How can the planning team share experiences and feedback on using the Tool?



Section 3

Annexes

Annex 1

Checklist for Planning and Preparation Phase (download [here](#))



Description	Responsibility	Status (Not Started - In Progress - Complete)	Notes
Objective 1: Build a Workshop Planning Team (4 Months Before Workshop)			
Planning and Development of Workshop	<i>Workshop Planning Team</i>		
Identify and convene members of the workshop planning team.			
Assign team members to the advisory, planning, and research roles (individuals may fulfil more than one role).			
Define tasks and responsibilities for each team member.			
Carrying out formative research	<i>Planning Team Members</i>		
Determine whether the research functions will be carried out by a member of the planning team or an independent consultant.			
<i>If applicable:</i> Develop a Terms of Reference (ToR) that outlines the competences and responsibilities for the consultant responsible for carrying out the research functions.			
<i>If applicable:</i> Recruit and onboard the consultant who will be responsible for carrying out the research functions.			
Objective 2: Define Workshop Goals and Participants (3 Months Before Workshop)			
Goals for the Workshop	<i>Planning and Advisory Team Members</i>		
Define the goals and objectives of the workshop, informed by background research on the home visiting program and its workforce.			
Receive guidance from Advisory team members on the goals and objectives.			
Gain approval for conducting the workshop from relevant national or sub-national Government officials and determine optimal timing.			

↩ Annex 1 continues on next page

Participant List	<i>Planning and Advisory Team Members</i>		
Create a participant list that includes a diverse range of stakeholders (e.g. government representatives, program managers, ECD experts) with knowledge of, or experience with, the home visiting system.			
Draft an invitation letter that defines the workshop goals and contains information about the timing and venue of the workshop.			
Receive guidance from Advisory team members on the list of participants and invitation letter.			
Finalize the list of participants and send out invitation letters.			
Objective 3: Conduct Background Research (3 Months Before Workshop)			
Desk research on the home visiting program	<i>Research Team Members</i>		
Gather and review relevant documents (e.g. key policy and program documents) on the home visiting program.			
Key informant interviews (KIIs) and focus group discussions	<i>Research Team Members</i>		
Identify a list of stakeholders (e.g. Ministry officials, frontline workers, supervisors) to be interviewed for the KII and Focus Group discussions.			
Develop KII and Focus Group protocols and adapt them to the relevant group of stakeholders to be interviewed (e.g. frontline workers will have a separate protocol from Ministry officials).			
Schedule and Conduct KIIs and Focus Group Discussions.			
Synthesize Findings	<i>Planning and Advisory Team Members</i>		
Synthesize and Review findings from the desk research and stakeholder interviews.			
Use findings to inform the focus and design of the workshop.			
Objective 4: Develop workshop materials (2 Months before Workshop)			
Agenda for the workshop	<i>Planning and Advisory Team Members</i>		
Develop a workshop agenda that defines the goals and objectives of the workshop and is informed by the results of the formative research.			
Receive guidance from Advisory team members on the agenda for the workshop.			

Contextualize the Tool and Supplementary materials	<i>Planning Team Members</i>		
Review the tool and ensure that it is appropriate for the context in which it will be used.			
<i>If applicable:</i> Translate the Tool and review for accuracy.			
Develop a comprehensive list of supplementary materials (e.g. Tool overview, reflection grids) for the Tool.			
Finalize workshop materials and complete all necessary printing.			
Workshop Logistics (2-3 Months Before Workshop)			
Workshop venue	<i>Planning Team Members</i>		
Select a workshop venue that has necessary equipment (e.g. projectors, flip charts) and sign a contract.			
Identify participant dietary restrictions and catering options.			
<i>If the workshop venue does not provide catering:</i> Identify and sign a contract with a catering company.			
Miscellaneous expenses (optional but important)	<i>Planning Team Members</i>		
Determine transportation logistics for participants (funds identified, sign-in sheets for participants developed, participants informed to keep receipts, etc.)			
<i>If applicable:</i> Arrange per diem for participants			



Overview of Home Visiting Program

[Provide an overview of the home visiting program that describes any recent developments to the program as well as recent efforts to support the home visiting workforce.]

Meeting Objectives

The Home Visiting Workforce Needs Assessment Workshop will serve as a targeted discussion on the needs of [Insert name of home visiting workforce] and as a basis for future policy reforms. The objectives of the [two-day] workshop include:

- ▶ [Objective #1]
- ▶ [Objective #2]
- ▶ [Objective #3]

The Home Visiting Workforce Needs Assessment Tool focuses on personnel supporting home visiting services¹ delivered across sectors for pregnant mothers and caregivers with children under 3. During the workshop, participants will use the tool to assess the needs of [home visiting personnel] and engage in systems level planning. The tool includes the following modules:

1. Workforce Expectations
2. Training, Supervision, and Career Development
3. Curricula, Materials, and Resources
4. Workforce Conditions
5. Program Design
6. Monitoring and Quality Assurance
7. Enabling Environment

Workshop Details

The workshop will be participatory. After receiving an overview of the current home visiting services, there will be substantial opportunity for stakeholders to reflect on their current system and discuss with partners the ways in which they support this key workforce, as well as identify potential areas for improvement.

By the end of the workshop, stakeholders will have a better understanding of the workforce implementing the home visiting services as well as the strengths and weaknesses of how the workforce is supported. With support from facilitators, participants will begin to identify areas in which to prioritize efforts, such as training, supervision, and career development, that can improve the quality and sustainability of these services. Stakeholders will also increase communication with and understanding of other actors in the system, particularly where home visiting services are delivered across sectors.

Following the workshop, [Insert any follow-up (e.g. workshop report) that will take place after the workshop].

¹ We are defining home visiting services as those that typically involve regular, structured visits by a trained individual to a caregiver and child. Support may be provided through a combination of individual sessions in the home and group sessions in homes or community settings. Home visiting focuses primarily on improving parenting behaviors and home environments with an ultimate aim to impact child outcomes.

Annex 3

Suggested Competences/Tasks for Research Role/ Independent Research Consultant (download [here](#))



Tasks

Conduct desk research on home visiting services and policy context (approx. 3 days)

- ▶ Collect relevant policy and program documents on ECD programs and services; the home visiting program; and the home visiting workforce.
- ▶ Provide a written summary of desk research to ensure the team has a comprehensive understanding of home visiting services in the country.

Conduct in-depth interviews and focus group discussions (approx. 3-5 days)

- ▶ Participate in the development of interview and focus group guides.
- ▶ Conduct interviews and Focus Group Discussions (FGDs) with the stakeholders identified through the mapping process. This would likely include stakeholders at various ministries/departments, NGO/civil society partners, other partners (e.g. CSOs), and frontline workers and supervisors
- ▶ Coordinate and/or schedule meetings with appropriate stakeholders.

Guide the preparation of the Tool Workshop (approx. 3-5 days)

- ▶ Building on key informant interviews and Focus Group Discussions (FGDs), help define the priorities for the pilot workshop.
- ▶ Fill out a subset of the modules using data collected through desk research, stakeholder interviews, and focus groups, as needed. Present the information in a mutually-agreed upon format which will be used to frame the workshop.
- ▶ Assist in the development of the workshop and in the preparation of sessions.
- ▶ Provide logistical support for the planning of the workshop (e.g. help select and secure venues, coordinate participant invitations, advise on translation)

Participate in the execution of the Tool Workshop (approx. 3 days)

- ▶ Act as a session lead, facilitator, moderator, and/or note-taker. Roles and responsibilities to be agreed with selected consultant.
- ▶ Contribute to the drafting of the post-workshop report to be shared with participants.
- ▶ Participate in a workshop de-brief and suggest changes for subsequent efforts (e.g. for the User Guide, tool materials, and workshop structure).

Qualifications

A successful candidate should exhibit the following qualifications:

- ▶ Degree in health, education, psychology, social welfare, public policy or a related field
- ▶ 5+ years' experience supporting implementation or providing technical assistance with NGOs or governments
- ▶ Familiarity with home visiting and/or parenting support programs essential
- ▶ Reside in relevant country
- ▶ Ability to verbally convey complex technical issues to a diverse audience
- ▶ Willingness to work collaboratively as part of a team

Annex 4

Sample Interview Questions (download [here](#))



The following is sampling of questions that you may include in key informant interviews and focus group discussions. Consider questions in each area of inquiry for each stakeholder group and tweak the questions to their roles/responsibilities.

Area of Inquiry	Sample questions
Interviewee background <ul style="list-style-type: none"> ▶ Role ▶ Main areas of responsibility 	<ul style="list-style-type: none"> ▶ As [position or title], could you tell me about your role and main areas of responsibility, particularly as they relate to the pregnant women and children aged 0-3 and/or home visiting services? <ul style="list-style-type: none"> ▷ What/who are you responsible for overseeing? ▷ Have your areas of responsibility shifted over time? If so, how?
Vision for home visiting services	<ul style="list-style-type: none"> ▶ What is the government's vision for home visiting services? <ul style="list-style-type: none"> ▷ Given your experience, what do you think of the government's vision and plans to scale up home visiting services? ▷ To what extent do others share in this vision? (e.g. is there buy-in or awareness among key stakeholders) ▶ How would you describe the need for a national home visiting program? <ul style="list-style-type: none"> ▷ What might be the barriers and enablers to scaling a home visiting program? ▷ How should these services be scaled? (e.g. universal or targeted services, nationally or staggered by regions with higher need) ▶ Can you describe any changes (implemented or planned) to the policy, funding, monitoring of these programs or the recruitment, training, working conditions, and incentives (pay), or supervision practices for the workforce delivering these services?
Background on workforce <ul style="list-style-type: none"> ▶ Qualifications, training, supervision, recruitment, workforce conditions ▶ Successes/challenges/needs ▶ Promising approaches 	<ul style="list-style-type: none"> ▶ Can you please tell me about the workforce that delivers these services? <ul style="list-style-type: none"> ▷ How does your program identify/recruit this workforce? What criteria (e.g. education, knowledge, skills) do you use? ▷ How do you train this workforce? (e.g. pre- and in-service training) ▷ Is there some kind of mentoring or supervision? If so please describe it (format, frequency etc.) ▷ What are the workforce conditions and supervision like? (e.g. remuneration, caseload, supervision, mentoring, etc.) ▷ What are their biggest challenges?
Implementation of home visiting programs <ul style="list-style-type: none"> ▶ Monitoring service quality ▶ Barriers/enablers ▶ Promising approaches 	<ul style="list-style-type: none"> ▶ What has been the experience implementing the home visiting program? <ul style="list-style-type: none"> ▷ What were the barriers and enablers? ▷ What promising approaches were identified that could effectively address these barriers/challenges? ▶ What are some areas (e.g. workforce expectations, curricula, materials, and resources, workforce conditions, training, supervision, and career development, enabling environment, program design, monitoring and quality assurance) you think would be most important to focus on to improve home visiting services in your country?
Program scaling	<ul style="list-style-type: none"> ▶ What needs to be in place to scale that model of home visiting? <ul style="list-style-type: none"> ▷ Which elements of the system will be most important to address (e.g. workforce expectations; curricula, materials, and resources; workforce conditions; training, supervision, and career development; enabling environment; program design; monitoring and quality assurance)? ▷ Who needs to be on board to expand services? ▷ How would the program need to change to be scaled? ▶ How should these services be scaled? (e.g. universal or targeted services, nationally or staggered by regions with higher need)

Annex 5

Suggested Workshop Agenda (download [here](#))



TITLE

Time, and Place of the Workshop

Participants

[Suggest listing participants by group (e.g. home visiting personnel, representatives of the Ministry of Health, representatives of Social welfare services)]

Objectives of the workshop

The Home Visiting Workforce Needs Assessment Workshop will serve as a targeted discussion on the needs of [Insert name of home visiting workforce] and as a basis for future policy reforms. The objectives of the [two-day] workshop include:

- ▶ [Objective #1]
- ▶ [Objective #2]
- ▶ [Objective #3]

Session and suggested duration	Topics and subtopics of the session
DAY 1	
Pre-workshop (30 min)	Arrival & Registration
Session 1 (75 min)	Welcome & Introductions Setting up the rules Expectations from the workshop
Tea/Coffee break (15 min)	
Session 2 (45 min)	Presenting the current Home Visiting system and introducing the Home Visiting Needs Assessment Tool
Session 3 (45 min)	Establishing a vision for the home visiting program
Lunch (60 min)	
Post-lunch energizer (15 min)	
Session 4, pt 1 (60 min)	Unpacking the Tool: Reflecting on the current home visiting program across each Tool Area
Energizer (15 min)	
Session 4, pt 2 (60 min)	Unpacking the Tool: Reflecting on the current home visiting program across each Tool Area
Session 6 (30 min)	Reflecting on the Tool and Wrap-up
Closing of the day	Tea/Coffee Break and Departure

↪ Annex 5 continues on next page

Session and suggested duration	Topics and subtopics of the session
DAY 2	
Session 1 (30 min)	Recap of Day 1 and Setting the Stage for Defining Priorities
Session 2 (90 min)	Establishing a shared understanding of the home visiting program across all Tool Areas and identifying priority Areas
Tea/Coffee break (15 min)	
Session 2 (75 min)	Moving forward: Operationalizing the Priority Areas and Planning Next Steps
Lunch (60 min)	
Session 3 (80 min)	Moving forward: Sharing Priorities and Garnering Commitments for Next Steps
Energizer (15 min)	
Session 4 (90 min)	Wrap-Up and Closing
Closing of the day	Tea/Coffee Break and Departure

Comment/note

You are invited to adapt the content and structure of the workshop to meet the needs of participants and fulfil workshop objectives.

However, it is of great importance to preserve the following elements:

- ▶ Diversity of participants across sectors and levels of government
- ▶ Interactive approach (giving voice to participants, following their lead and allocating a significant time for working in small and mixed groups)

Key topics/issues to be covered:

DAY 1	DAY 2
<ul style="list-style-type: none"> ▶ Background on tool development, purpose, and structure ▶ Presentation of key findings from the formative research ▶ Vision Statements for each Tool Area developed ▶ Depiction of the current context of home visiting services by Tool Area (using reflection grids) 	<ul style="list-style-type: none"> ▶ Key points emerging from small group discussions on Tool Areas from the previous day ▶ Discussion on how to prioritize areas for further exploration ▶ Development of action steps and ways to move from the current situation to the vision defined by participants ▶ Commitments and discussion on how workshop outputs will be used to strengthen workforce efforts



Home Visiting Workforce Needs Assessment Tool

Overview of the Tool

The Home Visiting Needs Assessment Tool is a reflective Tool, comprised of seven Areas:

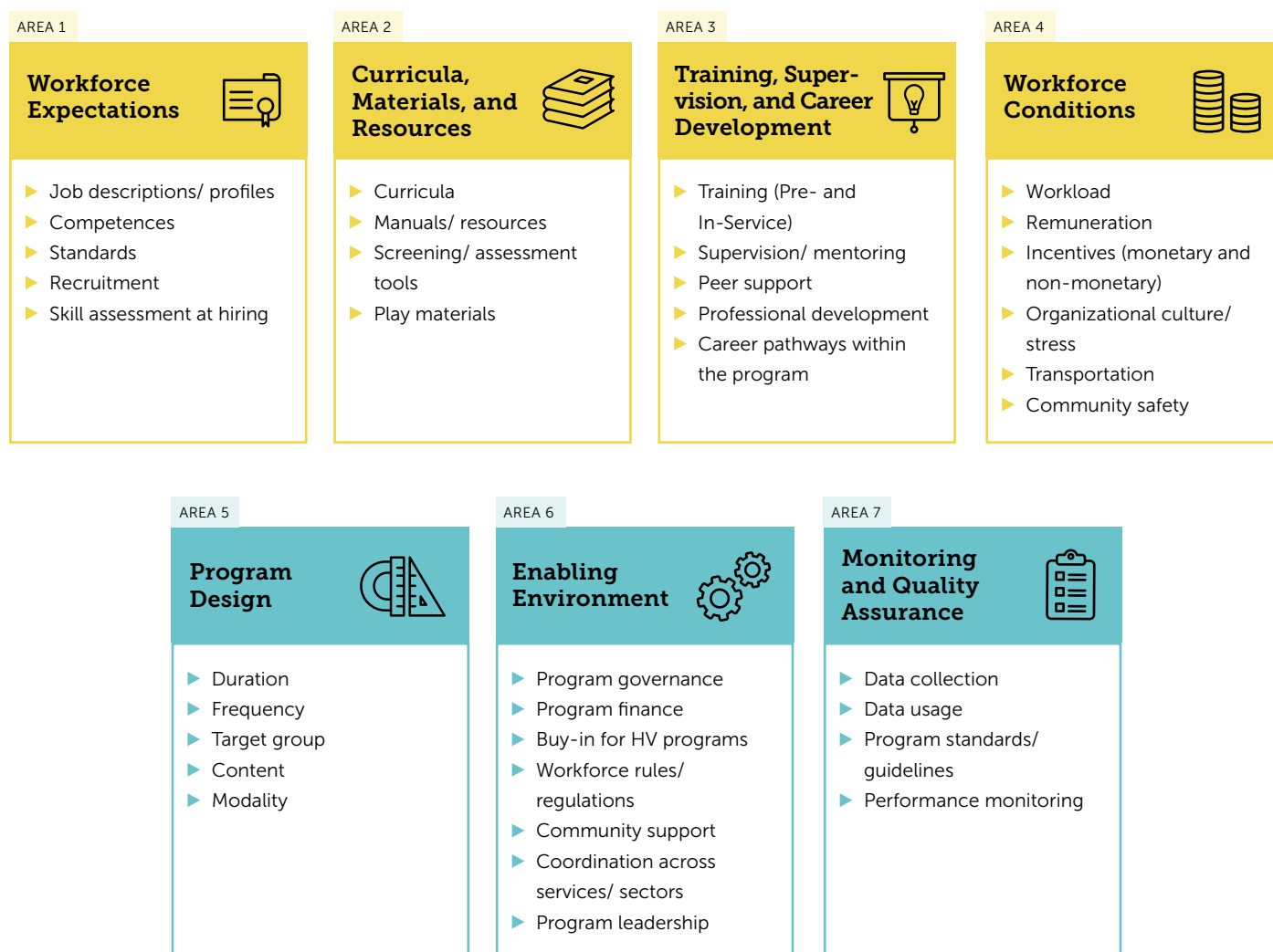
- ▶ Workforce Expectations
- ▶ Curricula, Materials & Resources
- ▶ Training, Supervision, & Career Development
- ▶ Workforce Conditions
- ▶ Program Design
- ▶ Enabling Environment
- ▶ Monitoring and Quality Assurance

All Areas are interconnected and vital for strengthening home visiting personnel and the quality of programs overall. The first four Tool Areas impact the work of home visitors on a *day to day* basis (the inner circle), while the final three Tool Areas reflect what is needed at the *system-level* to support service delivery (the outer circle).

▼ **Figure 1:** Supporting and Strengthening the Home Visiting Workforce

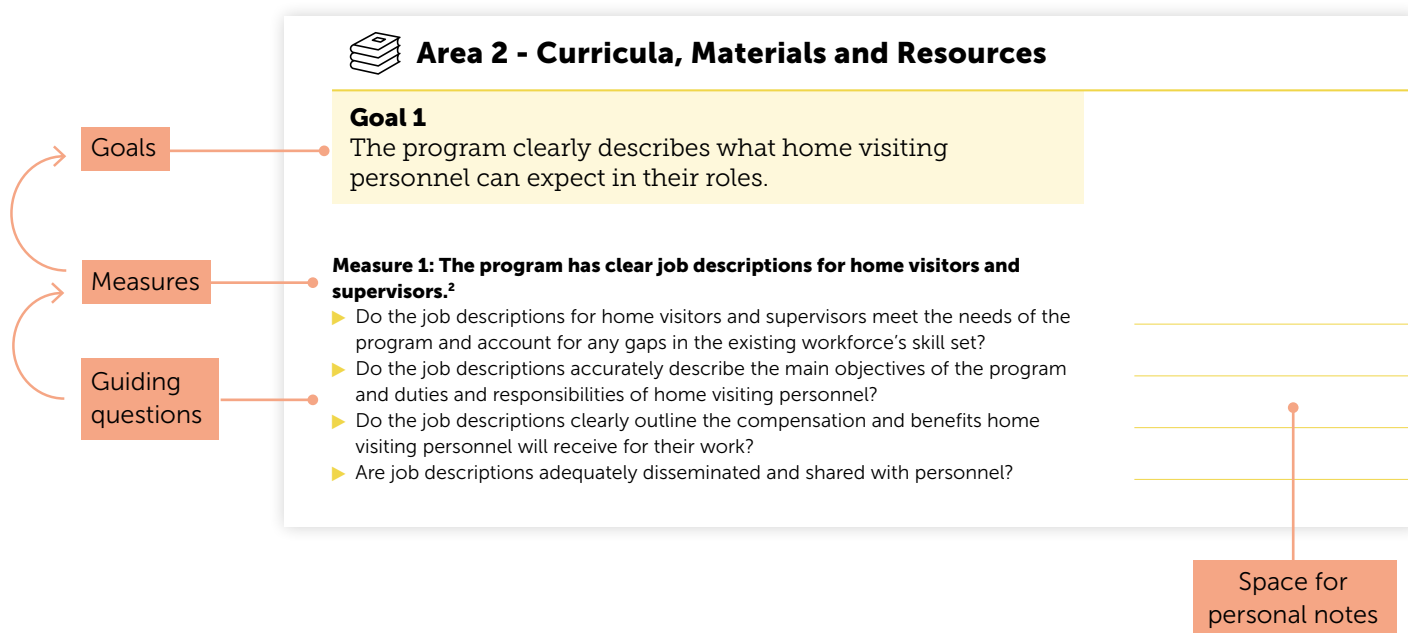


▽ **Figure 2:** Areas of the ECWI Needs Assessment Tool



Each Area of the Tool includes a series of goals that are broken down into measures, and further into guiding questions to enable discussion and reflection.

▽ **Figure 3:** Structure of a Tool Area



Annex 7

Workshop Materials (download [here](#))



Description	# of Materials Needed	Responsible Party	Status (Not Started - In Progress - Complete)
Materials for participants (one printed item per participant)			
Workshop Agenda			
Tool Overview (includes table of areas, goals, and measures)			
Brief highlighting findings from pre-workshop formative research			
Workshop Evaluation Form			
Photo/video consent form			
Nametags, folders, pencils, notebooks			
General Workshop Materials			
Home Visiting Workforce Needs Assessment Tool (<i>full tool in print</i>)	Max 10		
Participant Sign-in sheet	2, (1 per day)		
Projector	1		
Screen	1		
Extension cables	5-6		
Wireless microphones (optional)	2		
Flipcharts & Stands	Preferably 5 (1 for facilitators and 4 for group work)		
Flipchart Markers	5 - 6 sets		
Sticky notes (square + rectangle)	5 packs		
Sticky dots for voting	5 packs		
Sticky putty and/or tape	5		
Scissors	2		
Timekeeping signs (to be used to remind speakers on the remaining time – 15/10/5 minutes)			



	Objectives & Key Activities	Facilitator Notes
DAY 1		
Welcome & Introductions (75 min)	<p>Welcome participants, ensuring they know the background for the workshop, and how the outputs will be used in improving the home visiting services and status of the workforce</p> <ul style="list-style-type: none"> ▶ Representative(s) of the Planning Team introduce themselves, review workshop objectives and agenda. ▶ Advisory members can also welcome participants and address how workshop outputs will be used to improve services. <p>Agree on workshop norms</p> <ul style="list-style-type: none"> ▶ Ask participants what they need to feel included, respected, productive, and heard. <p>Get to know each other and share expectations</p> <ul style="list-style-type: none"> ▶ Ask participants what they bring to the workshop in terms of knowledge, skills, and experiences 	<ul style="list-style-type: none"> ▶ Take notes from the discussion on norms and expectations on flipcharts so that you can refer to them throughout the workshop. ▶ Emphasize that the workshop is intended to be participatory and collaborative and that the agenda can change depending on the needs of the group. ▶ Facilitator(s) can introduce an icebreaker that allows participants to familiarize themselves with one another.
Presenting the current Home Visiting system and introducing the Home Visiting Needs Assessment Tool (45 min)	<p>Build a shared understanding of the topic/issue of the workshop</p> <ul style="list-style-type: none"> ▶ A member of the Planning Team (or the consultant) presents a high-level overview of the home visiting service and its workforce, highlights from interviews, and desk research. <p>Build a shared understanding of the Home Visiting Workforce Needs Assessment Tool</p> <ul style="list-style-type: none"> ▶ Facilitator(s) present an overview of the Tool, its purpose, areas, goals, and measures; allow time for Q&A. ▶ Note that all Areas are interconnected and vital for strengthening home visiting personnel and the quality of programs overall. ▶ Describe that the first four Tool Areas impact the work of home visitors on a day to day basis (the inner circle - Workforce Expectations, Curricula, Materials, and Resources, Training, Supervision, and Career Development, and Workforce Conditions), while the final three Tool Areas reflect what is needed at the system-level to support service delivery (the outer circle - Program Design, Enabling Environment, Monitoring and Quality Assurance) 	<ul style="list-style-type: none"> ▶ Providing participants with a copy of the full Tool to reference during the workshop can help them digest its content. You can have one copy of the Tool per table to limit the number of printed copies. ▶ Sending participants the Tool Overview ahead of the workshop will also increase their familiarity with its contents and structure. ▶ The number of small groups during the workshop should be determined based on the number of facilitators you have (the workshop planning team). Each facilitator should be assigned 1-2 of the Tool Areas and, if possible, consistently facilitate groups related to that Tool Area (e.g. the facilitator who helps establish the vision for Workforce Conditions, should also be the facilitator to aid the group in determining the current status of the program and operationalizing that Area).

<p>Establishing a vision for the home visiting program (45 min)</p>	<p>Establish a shared vision for each Tool Area and establish which Tool Areas participants feel are most critical for the Home Visiting Program*</p> <ul style="list-style-type: none"> ▶ Post each Area on a flipchart around the room and invite participants to choose (stand next to) the Area they see as the most important for home visiting personnel. ▶ Invite participants in the groups to briefly share why they selected that Area. ▶ In small groups, ask participants to justify why they chose an Area and how it is most relevant for their context. ▶ Ask participants to define a vision for each Area by posing some of the following questions: <ul style="list-style-type: none"> ▷ What do they want for children and families? ▷ What should be in place in the next 2 to 3 years? 	<ul style="list-style-type: none"> ▶ *This session should be done in two parts, first creating a vision for the four Areas impacting home visitors on a daily basis, then running the activity again for the three systems-level Areas of the Tool. ▶ Address any uneven distributions of participants across group. For example, if no one chooses a Tool Area, have a brief discussion about why it was not selected and ask if anyone wants to move to another group. Additionally, if stakeholders at the same level automatically congregate to the same Tool Area, you may have to re-assign participants to different groups to ensure that there is a diverse mix in each group. ▶ Each small group should have an assigned facilitator (likely a member of the Planning Team). Ask each group to select a note taker.
<p>Unpacking the Tool: Reflecting on the current home visiting program across each Tool Area (75 min)</p>	<p>Gain a deeper understanding of the current status, gaps, and priorities within each Tool Area*</p> <ul style="list-style-type: none"> ▶ In small groups, ask participants to discuss: <ul style="list-style-type: none"> ▷ The relevance of Tool Area, goals and measures to the home visiting system. ▷ The strengths and weaknesses of the current home visiting system (e.g. review the measures defined in the Tool to see what is in place and what is missing and refer to the vision developed in the morning). ▷ The (a) areas of disagreement, (b) data/information gaps, (c) opportunities and (d) constraints/threats. ▶ Also ask each small group to plot (affix) the Measures onto the Reflection Grid according to the level of completion (horizontal axis) and feasibility/ ease of implementation (vertical axis), writing a sentence justifying their choice. ▶ oPost the Reflection Grids on the wall and ask participants to walk around and see how their colleagues plotted the grids for each Tool Area. <p>Begin to build a common understanding of the current system</p> <ul style="list-style-type: none"> ▶ Gather the whole group and reflect jointly, posing the following questions: <ul style="list-style-type: none"> ▷ Do they agree? ▷ What surprised them? ▷ What was missing? ▷ What would they do differently? 	<ul style="list-style-type: none"> ▶ Consider a short energizer activity prior to this Session. ▶ *This session should be done in two parts, first creating a vision for the four Areas impacting home visitors on a daily basis, then running the activity again for the three systems-level Areas of the Tool. ▶ Divide participants into four groups and ask each group to select a note taker. ▶ Provide each group with: <ul style="list-style-type: none"> ▷ A Flipchart for note taking. ▷ The vision established earlier for that Area. ▷ A Reflection Grid. Grids should be large and can be professionally printed or recreated on large poster paper. ▷ Cut-outs of the Measures for each Area (numbered for easy reference). ▷ Tape or other materials for participants to affix the measures to the reflection grid. ▷ The Tool or Tool Overview (participants should already have a copy of the Overview). ▶ Emphasize that reflection questions are for guidance and that, for this exercise, it is best to focus on measures, because they are concrete and closer to the level of implementation. ▶ Stress that there are no right answers, and that it is OK to disagree.

Reflecting on the whole tool and wrap-up (30 min)	<p>Wrap up Day 1</p> <ul style="list-style-type: none"> ▶ In a large group discussion, reflect on the strengths and weaknesses across the areas. ▶ Bring the discussion back to plans at the national/regional level and the overall vision for home visiting services and personnel. ▶ Recap the ideas and lessons learned during the day, referring to the expectations set at the start of the day and assess progress. <p>Gain clarity on what is needed to drive forward the discussions on Day 2.</p> <ul style="list-style-type: none"> ▶ Ask participants: <ul style="list-style-type: none"> ▷ What don't they have enough information on? ▷ How did this differ from their expectations? ▷ What do they want to discuss in Day 2? 	<ul style="list-style-type: none"> ▶ Encourage representatives across the programs (e.g. particularly frontline workers or supervisors) to share their thoughts during these discussions. ▶ Note that participants will have had in-depth discussions on only 1 or 2 of the Tool Areas, share that in subsequent sessions their colleagues will summarize the discussions from the other Tool Areas.
Internal Team Debrief (60 min)	<p>Reflect with representatives of the Planning Team on the main takeaways and lessons learned.</p> <p>Prepare for Day 2 and adjust plans according to insights from Day 1</p>	<ul style="list-style-type: none"> ▶ Before Day 2 of the workshop, the facilitator(s) should create PowerPoint slides that highlight the vision for each Area, relevance of the area, further data needed (along with sources), and opportunities and constraints in the Area. <ul style="list-style-type: none"> ▷ The slides should also present the outcomes of the Reflection Grid plotting exercise (listing measures which are in place, in progress or did not even exist). ▶ Ensure that all 7 Reflection Grids are on the walls and are easily accessible in preparation for Day 2.

DAY 2

<p>Recap of Day 1 and Setting the Stage for Defining Priorities (30 mins)</p>	<p>Provide an overview of Day 1, highlighting the strengths and challenges discussed the previous day.</p> <ul style="list-style-type: none"> ▶ Ask participants to work in pairs and exchange insights and lessons learned from the previous day. <p>Shift from reflections on challenges to thinking though priorities and how to tackle the identified challenges</p> <ul style="list-style-type: none"> ▶ Describe that Day 2 will be on thinking though priorities for the home visiting service, and what can be done to strengthen and support home visiting personnel; Allow time for Q&A. 	<ul style="list-style-type: none"> ▶ Depending on time, facilitators can ask one or two pairs to share key highlights from their discussions.
<p>Establishing a shared understanding of the home visiting program across all Tool Areas and identifying priority Areas (90 min)</p>	<p>Ensure understanding of the current status across all of the Tool Areas</p> <ul style="list-style-type: none"> ▶ Invite representatives from each Tool Area to summarize their group's discussion, highlighting which measures are currently in place, strengths within the Area, as well as opportunities for further strengthening. <ul style="list-style-type: none"> ▷ Use the Power Point slides developed after Day 1 and allow time for Q&A. <p>Define the priority Areas</p> <ul style="list-style-type: none"> ▶ Ask participants to vote for their three highest Areas that want to prioritize for the next 2-3 years. These will be the focus of the remaining workshop sessions. <ul style="list-style-type: none"> ▷ Facilitate a whole group discussion on selected priorities, check for disagreements and justification for defined priorities. ▷ Agree on up to 4 Tool Areas 	<ul style="list-style-type: none"> ▶ Encourage 1-2 representatives from each group to present. Be mindful of who is presenting – encourage diversity across roles and stakeholder groups. ▶ While discussing each Tool Area, consider a voting system or other means of identifying the Measures/Areas that appear to have strong support and participants are eager to strengthen/address. ▶ Consider the best method for voting within your context, being mindful of possible power imbalances. <ul style="list-style-type: none"> ▷ Options include placing sticky dots next to a list of the Measures/Areas (or on the Reflection Grids), asking for each table to collectively identify their top three Areas or Measures, heads down / hands up, etc.
<p>Moving forward: Operationalizing priority Areas (75 min)</p>	<p>Identify the next steps to strengthen the Tool Area and priority Measure, and the necessary actors to implement these steps.</p> <ul style="list-style-type: none"> ▶ After selecting up to 4 prioritized Tool Areas, divide participants into 4 groups that correspond to each Area. ▶ Ask participants to operationalize their Tool Area and the priority Measures, by discussing: <ul style="list-style-type: none"> ▷ What are some of the enablers/ barriers to achieving the vision within this Area? ▷ What are the urgent processes that must be addressed in order to realize this vision? ▷ What actions are needed to address these processes? ▷ How can these actions strengthen the home visiting workforce in this context? 	<ul style="list-style-type: none"> ▶ Divide participants into four groups and ask each group to select a note taker. Depending on the number of workshop participants, you may have more than 1 small group per Tool Area. ▶ Address any uneven distributions of participants across group.

Sharing Priorities and Garnering Commitments for Next Steps (90min)	<p>Share the envisaged steps and explore the roles and responsibilities of different stakeholders.</p> <ul style="list-style-type: none"> ▶ Facilitate a large group discussion and invite each small group to present their steps for operationalization and gather feedback from others. ▶ If not addressed earlier, encourage the group to consider: <ul style="list-style-type: none"> ▷ What data is needed for next steps? ▷ Who needs to be involved and consulted? ▷ Who has decision-making authority? ▶ After all presentations, discuss commitments, and who is committed to take what actions 	<ul style="list-style-type: none"> ▶ Encourage representatives across different levels (particularly frontline workers or supervisors) to present the summary of the small group discussions. ▶ Although discussing commitments is fruitful when high level decision makers are part of the workshop, it is also important that all stakeholders recognize their role, responsibility, and capacity to contribute to the process of empowering and supporting the workforce. ▶ Facilitator(s) should ensure that stakeholders across all levels (e.g. frontline workers) feel comfortable sharing their perspectives and their commitment to holding each other accountable for change.
Wrap Up and closing (45 min)	<p>Ensure that the key ideas, discussions, priorities, and recommendations coming from the workshop are well summarized and highlight the next steps.</p> <ul style="list-style-type: none"> ▶ Briefly outline the main conclusions from the previous discussions and ask participants for comments (e.g. Is something missing? Anything else important to stress and address?) ▶ Invite participants to share: <ul style="list-style-type: none"> ▷ How the Tool helped them in the process of reflecting on the home visiting personnel. ▷ Reflections on how they see their role differently as a result of the workshop. <p>Highlight next steps</p> <ul style="list-style-type: none"> ▶ Restate the plans for the workshop report and any other planned next steps, such as future consultations or how the information will be used to inform annual plans. <p>Get feedback from participants</p> <ul style="list-style-type: none"> ▶ Ask participants to complete the evaluation form. 	
Closing Remarks (15 min)	<p>Conclude the Workshop</p> <ul style="list-style-type: none"> ▶ Allow lead stakeholders and representatives of the Planning team to make closing remarks, during which they refer to the commitments made during the workshop. 	<ul style="list-style-type: none"> ▶ Recognize the effort of all participants and how their contributions not only made the workshop successful but contributed to strengthening the home visiting system at large.
Internal Debrief (60 min)	<ul style="list-style-type: none"> ▶ Reflect on the Day 2 and the overall workshop takeaways; document early lessons learned ▶ Plan the next steps and the format of the Workshop report 	



FEASIBILITY
Level of difficulty to implement

		High Difficult	Medium Feasible with effort	Low Easy to do
STATUS Stage of implementation	High Implementation complete or well established			
	Medium Implementation initiated, but not complete			
	Low Weak implementation or not initiated			

Area number and name:
.....



EVALUATION FORM

Home Visiting Workforce Needs Assessment and Planning Workshop

Please reflect on the two-day workshop you have just attended. We welcome your candid feedback so that we may improve the quality of future sessions! **To answer, please circle the appropriate response OR write your answer.**

1 What is your professional affiliation?

.....

2 What was your **main reason** for attending this workshop?

.....

.....

3 How successful was the workshop in achieving its three primary objectives? (Circle the most appropriate)

[Ex. Objective 1: Gaining insight into the delivery of the home visiting model and the aims of service expansion]	1	2	3	4
[Ex. Objective 2: Increasing understanding and alignment among those engaged in the policy planning, management, and delivery of these services]	1	2	3	4
[Ex. Objective 3: Identifying the strengths, weaknesses, and country priorities regarding the home visiting program workforce which can inform the development of human resource action plans.]	1	2	3	4

1= Poor
2= Fair
3= Good
4= Excellent

4 How useful were the following activities in meeting the workshop objectives on **Day 1**?

Presentations	1	2	3
Interactive activities	1	2	3
Small group discussions	1	2	3
Large group discussions/plenaries	1	2	3

1= Not useful
2= Useful
3= Very useful

5 How useful were the following activities in meeting the workshop objectives on **Day 2**?

Presentations	1	2	3
Interactive activities	1	2	3
Small group discussions	1	2	3
Large group discussions/plenaries	1	2	3

1= Not useful
2= Useful
3= Very useful

6 What additional information or activities would have helped in furthering the objectives of the workshop?

.....

.....

7 To what extent was the home visiting needs assessment tool helpful in stimulating reflection and discussion about the situation in [INSERT COUNTRY]?

☐ Not helpful ☐ Somewhat helpful ☐ Very helpful

Please explain your response:

.....

8 For each Area in the tool, please rate the relevance of the content to the [INSERT COUNTRY] context.

Area 1. Workforce Expectations	1	2	3	4
Area 2. Curricula, Materials, and Resources	1	2	3	4
Area 3. Training, Supervision, and Career Development	1	2	3	4
Area 4. Workforce Conditions	1	2	3	4
Area 5. Program Design	1	2	3	4
Area 6. Enabling Environment	1	2	3	4
Area 7. Monitoring and Quality Assurance	1	2	3	4

1= Poor
2= Fair
3= Good
4= Excellent

9 What suggestions do you have for improving the relevance of the tool to the [INSERT COUNTRY] context?

.....

.....

↩ Annex 10 continues on next page

10 How would you rate the ease of using the tool?

☐

Difficult to use

☐

Somewhat easy to use

☐



Easy to use


11 What suggestions do you have for improving the presentation (ease of use) of the Tool?


12 What is the most important thing that you learned during the workshop?

Thank you for
your feedback!





Tool Area	Goal	Measure	Strengths of the workforce and home visiting program/system	Areas for further attention for the workforce and home visiting program/ system	Initial ideas for addressing areas for attention
 Workforce Expectations	Goal 1: The program clearly describes what home visiting personnel can expect in their roles.	Measure 1: The program has clear job descriptions for home visitors and supervisors.			
	Goal 2: The program has clearly defined competencies and standards, which are used to inform training and professional development, and monitoring and mentoring processes.	Measure 1: The program clearly outlines competencies and standards for home visiting personnel.			
		Measure 2: Competencies and standards are closely aligned with training and professional development, monitoring and mentoring, and licensing and certification processes.			
	Goal 3: The program has comprehensive processes in place to recruit and hire qualified candidates.	Measure 1: The program employs qualified candidates to work as home visitors and supervisors that reflect relevance to its community.			
		Measure 2: The program has measures in place to assess the fit of prospective home visiting personnel for work within the program.			
 Curricula, Materials & Resources	Goal 1: Home visitors have curricula that support them to carry out their work.	Measure 1: The program provides home visitors with guidance on how to carry out home visits.			
	Goal 2: Home visitors have materials and manipulatives that help them carry out their work.	Measure 1: The program provides home visitors with materials and manipulatives with which to carry out home visits.			
		Measure 2: Home visitors receive guidance on how to support families in using the materials and other resources provided.			
	Goal 3: Home visitors have tools and resources to conduct screenings and assessments and ensure appropriate follow-up.	Measure 1: The program provides home visitors with screening and assessment tools that pertain to child and family well-being.			

Tool Area	Goal	Measure	Strengths of the workforce and home visiting program/system	Areas for further attention for the workforce and home visiting program/ system	Initial ideas for addressing areas for attention
 Training, Supervision, and Career Development	Goal 1: Home Visitors have adequate opportunities prior to entry to develop the skills and knowledge needed to support families.	Measure 1: Pre-service training is widely available and accessible.			
		Measure 2: Pre-service training adequately focuses on the knowledge and skills most relevant for the day to day roles of home visitors, utilizing adult learning principles to maximize transfer of skills and knowledge.			
	Goal 2: Home Visitors have adequate opportunities while in their roles to develop the skills and knowledge needed to support families and grow their careers.	Measure 1: In-service training is widely available and accessible, and adequately focuses on the knowledge and skills most relevant for the day to day roles of home visitors.			
		Measure 2: Home visitors receive regular and relevant professional support from trained supervisors.			
		Measure 3: Home visitors have appropriate opportunities and incentives for career development and advancement.			
	Goal 3: Supervisors have adequate opportunities to develop the skills and knowledge needed to support home visitors and, families, and grow their careers.	Measure 1: Supervisors have sufficient opportunities to gain knowledge and skills to support their work with home visitors.			
		Measure 2: Supervisors receive regular and relevant support from program leaders.			
		Measure 3: Supervisors have appropriate opportunities and incentives for career development and advancement.			

Tool Area	Goal	Measure	Strengths of the workforce and home visiting program/system	Areas for further attention for the workforce and home visiting program/ system	Initial ideas for addressing areas for attention
 Workforce Conditions	Goal 1: Home visiting personnel are adequately compensated and receive incentives that increase their job satisfaction.	Measure 1: Home visiting personnel have job security.			
		Measure 2: Home visiting personnel receive competitive pay and benefits.			
		Measure 3: There are opportunities for home visiting personnel to receive recognition for their work.			
		Measure 4: There are opportunities for unpaid/volunteers to receive recognition for their work.			
		Measure 5: There is a strategy in place to address worker turnover.			
	Goal 2: Home visitors are efficiently able to manage their workloads and minimize their stress levels.	Measure 1: Home visitors are efficiently able to manage their workloads and minimize their stress levels.			
		Measure 2: Supervisors are efficiently able to manage their workloads as well as the workloads of their supervisees and assist them with reducing stress.			
	Goal 3: The program promotes a supportive and collaborative organizational culture that prioritizes the safety of home visitors.	Measure 1: The program promotes an organizational culture that encourages constructive feedback.			
		Measure 2: The program values community safety and takes measures to ensure the safety of its home visiting personnel.			

Tool Area	Goal	Measure	Strengths of the workforce and home visiting program/system	Areas for further attention for the workforce and home visiting program/ system	Initial ideas for addressing areas for attention
Program Design	Goal 1: The home visiting program has a clear focus in terms of which children and families to serve and disseminates information on the program to targeted groups for enrollment.	Measure 1: The program has a clear target population of children and families to reach.			
		Measure 2: The program uses a variety of methods to inform and enroll target families into the program.			
	Goal 2: The program has a theory of change that clearly defines the outcomes of the program and mechanisms for achieving these outcomes.	Measure 1: The program has a theory of change that defines the program's intended outcomes.			
		Measure 2: The program has clearly defined mechanisms (services and activities) for achieving its outcomes.			
	Goal 3: The program's content and dosage are appropriately designed to achieve the intended outcomes.	Measure 1: The program covers topics relevant for supporting child and family well-being.			
		Measure 2: Multiple strategies are utilized to support child and family well-being.			
		Measure 3: The program is designed to engage with families over an extended period of time and with sufficient frequency to develop supportive relationships.			
		Measure 4: Home visitors can substantively engage with families during visits.			

Tool Area	Goal	Measure	Strengths of the workforce and home visiting program/system	Areas for further attention for the workforce and home visiting program/ system	Initial ideas for addressing areas for attention
 Enabling Environment	Goal 1: Responsibilities for program services are clear across sectors and levels of government and have buy-in from relevant actors.	Measure 1: There is clarity in roles and responsibilities and effective coordination for program planning and implementation across different sectors, levels of government, and non-government agencies.			
		Measure 2: There is wide support and buy-in for the program.			
	Goal 2: The program has stable and adequate funding to support implementation of home visiting services.	Measure 1: There are stable sources of funding at various levels of government.			
		Measure 2: Program budgets reflect service needs.			
		Measure 3: Program leaders (at government or non-government agencies) have the tools and resources needed to align the budget with the program's goals.			
	Goal 3: The program effectively supports referrals to other relevant government and non-government services.	Measure 4: Program funds are used for their intended purpose.			
		Measure 1: The program makes effective referrals at the service delivery level.			

Tool Area	Goal	Measure	Strengths of the workforce and home visiting program/system	Areas for further attention for the workforce and home visiting program/ system	Initial ideas for addressing areas for attention
 Monitoring & Quality Assurance	Goal 1: There is a monitoring and quality assurance system with clear standards and data collection procedures.	Measure 1: The purpose of monitoring quality and types of data to collect are clear.			
		Measure 2: Well defined program quality standards are in place.			
		Measure 3: There are procedures in place to ensure the quality and efficiency of monitoring practices.			
	Goal 2: There is sufficient capacity to implement the monitoring and quality assurance system.	Measure 1: There is policy guidance regarding roles and responsibilities for monitoring and quality assurance.			
		Measure 2: Relevant personnel involved in monitoring and quality assurance have the requisite expertise and skills.			
	Goal 3: Results of the monitoring and quality assurance system are used to guide personnel support and professional development along with human resource planning.	Measure 1: Data on the quality of the home visiting program are used to guide program improvement.			
		Measure 2: Monitoring data are used to support home visitors and their professional development.			
		Measure 3: Data from the monitoring and quality assurance system are used to inform human resource planning.			

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