

## Workforce Terms of Reference



### Importance of the workforce

The overall quality of the delivery of ECD interventions, such as Reach Up, and its ultimate impact on child development outcomes and parental/caregiver well-being and efficacy, depends on a workforce that is adequately trained and prepared to deliver such services.

In some countries where ECD services are offered, such as conflict and humanitarian settings, frontline workers are usually volunteers or persons without formal education, therefore they may be some exceptions to the desired experience and/or educational levels for these persons. However, they should have some level of required competency, or should be able to develop these competencies through pre- and in-service training.

The workforce is expected to support programme implementation by attending training sessions, meetings, submitting requested information, contributing to programme initiatives, sharing feedback from families, etc.

**All frontline staff must complete the Reach Up training workshop which covers the curriculum and toy-making activities. Those who supervise, monitor, mentor and train the frontline staff must complete the Supervisor Training sessions and any other any other supportive supervisions and coaching skills training made available to them.**

### Tools to assess workforce skills, characteristics, and competencies

The [Home-Visiting Workforce Needs Assessment Tool](#) produced by the Early Childhood Workforce Initiative provides a framework for government and other agencies to assess existing programmes and plan for improvement or determine what is needed to implement a new programme. The most relevant section on workforce competencies is that on **Training, Supervision and Career development** with goals focused on pre-service training, in service training, and supervisor training and competencies. The framework can be used to conduct a needs assessment and determine what needs to be put in place.

In the Reach Up programme, competency is assessed at the end of pre-service training and during implementation through supervised field visits to review skills in delivering visits. Ongoing assessment of competence in delivering the visits is done by the supervisor using the observation checklist (provided in the supervisor handbook). This is designed to help the supervisor identify areas where coaching of the visitors may be needed and whether any additional in-service training is required.

## Reporting Relationships

Ideally, the home visitors and group facilitators will report to the supervisor, who is usually a nurse, programme manager, team lead, project co-ordinator or a member of research team (if implemented through an academic institution). The supervisors will report to the programme leadership (e.g. programme director, project lead, government representative, executive director, etc.).

## Demands of the Job

- Frontline staff and supervisors may be required to travel long times and distances between homes and communities to access families.
- Visits will be conducted in the family household; therefore, frontline staff must have:
  - the ability to adapt to a variety of home environs/circumstances (e.g., economically disadvantaged households; children with disabilities and other special needs, other family members who may be averse to the visit, etc.)
  - keep family information confidential; and
  - maintain professional boundaries and respect for family circumstances during visits.
- Home visits will require strong physical abilities (e.g., walking over rough terrain to reach homes, walking long distances between communities, sitting for extended periods of time, etc.),
- Visits may take frontline workers into situations which could jeopardize their safety (e.g., regions/communities experiencing conflict/humanitarian crisis, domestic violence, or domestic/vicious animals). Therefore, frontline workers must take all precautions to secure their physical safety and share home visit schedule/location with supervisor.
- Group sessions are usually conducted in a controlled setting such as hospital clinic, health centre or community hub, therefore group facilitators must be able to function in a noisy environment, accommodate and attend to diverse caregiver/child dyads and handle multiple disruptions.

Below are **proposed** terms of references for home visitors, group facilitators and supervisors to be engaged in the Reach Up programme – including ideal profile, educational qualifications, experience, skills and abilities, roles and responsibilities, reporting relationships and demands of the job.

Team member	Profile	Educational qualifications	Experience	Skills and abilities	Roles and Responsibilities
Home visitor	An individual who is friendly, patient and has a strong interest in working with children and families to foster positive family interactions and is familiar with villages/neighbourhoods where he/she will work.	Ideally completion of, or at least three years of secondary level schooling	Not compulsory, but previous experience in child development, community health, social work or other related areas and/or working with parents and young children in a controlled setting, would be an asset.	<ul style="list-style-type: none"> <li>○ Excellent communication skills</li> <li>○ Ability to build a positive, friendly relationship with caregivers and supervisors.</li> <li>○ Ability to work as part of a team to deliver high quality and professional results.</li> <li>○ Demonstrate knowledge of local communities and local languages</li> <li>○ Able to work independently and responsibly</li> </ul>	<ul style="list-style-type: none"> <li>○ Conduct 2 – 4 home visits per day.</li> <li>○ Implement the Reach Up intervention as per the curriculum, and steps.</li> <li>○ Communicate and co-ordinate with caregivers to arrange home visits.</li> <li>○ Prepare visit schedules according to the family's availability and adhere to visit dates.</li> <li>○ Prepare toys and other material to be used during home visits,</li> <li>○ Flag any toy making supplies shortages to supervisors.</li> <li>○ In some cases: identify local sources of recyclable material to make toys</li> <li>○ Collect and document required information, using the instruments provided (eg. checklist, logs books, mobile devices, etc.), prepare visit reports, as necessary.</li> </ul>

Team member	Profile	Educational qualifications	Experience	Skills and abilities	Roles and Responsibilities
<b>Group facilitator</b>	An individual who has excellent interpersonal skills and experience working with children and caregivers in a group setting.	Ideally completion of, or at least three years of secondary level schooling	<ul style="list-style-type: none"> <li>○ Previous experience working with children and caregivers in a controlled group setting, such as waiting areas at hospital clinics, local health centres or early childhood institutions.</li> <li>○ Not compulsory, but previous knowledge and experience in child development would be an asset.</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrated skills in group facilitation would be an asset.</li> <li>○ Excellent communication skills</li> <li>○ Ability to build a positive, friendly relationship with caregivers and children.</li> <li>○ Ability to manage time (especially where intervention is done during waiting times for other services)</li> <li>○ Ability to use visual and technology to aid in presentations and demonstrations - e.g. flip charts and multimedia for videos</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicate and co-ordinate with supervisors to arrange/facilitate group sessions</li> <li>○ Conduct 2 - 4 group sessions per month.</li> <li>○ Attend and participate in meetings and refresher trainings.</li> <li>○ Monitor the use of toys and other play materials to ensure adherence to safety guidelines.</li> <li>○ Maintain material/resource inventory to ensure sufficient toys, blocks, puzzles, etc. are available for use during sessions (and take-aways, if allowed)</li> <li>○ Keep track of participants and attendance to the meetings.</li> </ul>

Team member	Profile	Educational qualifications	Experience	Skills and abilities	Roles and Responsibilities
Supervisor	An individual who has some supervisory experience, excellent communication skills and has a strong interest in working with children and families to foster positive family interactions.	<ul style="list-style-type: none"> <li>○ University level qualification, e.g. Bachelor's degree is preferred</li> <li>○ Some level of supervisions and mentoring/coaching skills training would be desirable</li> </ul>	<ul style="list-style-type: none"> <li>○ Previous experience in supervising team members and child development and/or as a home visitor, or in another intervention with parents and children in a controlled setting, would be an asset</li> <li>○ Some experience with producing and managing reports, etc., would be desirable</li> </ul>	<ul style="list-style-type: none"> <li>○ Excellent communication skills</li> <li>○ Ability to build a positive, friendly relationship with caregivers and home visitors</li> <li>○ Ability to work as part of a team to deliver high quality and professional results.</li> <li>○ Ability to lead a team, building on their strengths</li> </ul>	<ul style="list-style-type: none"> <li>○ Observe at a minimum 2-4 home visits per month</li> <li>○ Use supervision checklist to observe home visits and provide supportive coaching and mentoring following the observed visit.</li> <li>○ Convene monthly meetings to facilitate strong relationships, build peer-support among home visitors and provide opportunities for feedback</li> <li>○ Develop content and facilitate ongoing training, as necessary</li> <li>○ Monitor toy making to ensure toys adhere to safety guidelines (see Toy Manual)</li> <li>○ Maintain material/resource inventory to ensure home visitors have sufficient toys, blocks, puzzles, etc. Support HV to source local materials in their villages/areas.</li> </ul>