

# Naungan Kasih Hybrid Parenting Programme – Facilitator Manual

FIRST EDITION OCTOBER 2023

*Group C Manual*



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for every child



**Original version by:** Jamie M. Lachman, Francesca Stuer, Rumaya Binti Juhari, Siti Nor Binti Yaacob, Zainal Bin Madon, Zarinah Binti Arshat, Mariani Binti Mansor, and Rojana Binti Kahar

**Hybrid version by:** Deepali Barapatre, Jamie M. Lachman, Laurie Markle, Durgesh Rajandiran, Hal Cooper, Wan Nur Baiti Binti Sudin, Muslihah Hasbullah, Nurhilmayani Ismail, Farah Zeehan Mohd Nadzri, Amy Bala, Rodhiah Zakaria, Noralina Omar, Laila Nasuha, Sarah Norton-Staal, Saskia Blume, Amalina Annuar, Inge Vallance, Saara Thakur, Peter Burr, Francesca Stuer, Rumaya Binti Juhari, Siti Nor Binti Yaacob, Zainal Bin Madon, Zarinah Binti Arshat, Mariani Binti Mansor, and Rojana Binti Kahar

**Illustrations by:** Orli Setton **Design by:** Leah de Jager

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Naungan Kasih Hybrid Positive Parenting Programme was created in collaboration with the Malaysian National Population and Family Development Board (LPPKN) in the Ministry of Women, Family, and Community Development, the Community Development Department (KEMAS) in the Ministry of Rural and Regional Development, UNICEF Malaysia, Universiti Putra Malaysia (UPM), Malaysian Association of Social Workers (MASW), University of Oxford, IDEMS International, and Parenting for Lifelong Health (PLH).

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# Acknowledgements

Naungan Kasih Hybrid Positive Parenting Programme was informed by recommendations from the assessment of the Belaian Kasih (young children from birth to 13 years of age), Mutiara Kasih (adolescent), and Naungan Kasih (for ages 0 to 18) parenting training modules for parents and caregivers in Malaysia, as well as analysis of learning from evidence-based parenting programmes and current best practice, such as described by Frances Gardner in the WHO guidelines on parenting interventions to prevent maltreatment and enhance parent–child relationships with children aged 0–17 years, the UNICEF Innocenti Research Brief 2017-10 and UNICEF, and the WHO's Seven Strategies to End Violence Against Children in low- and middle-income countries. We are also grateful to new contributions by LPPKN and KEMAS in selected modules of the Naungan Kasih Hybrid Positive Parenting Programme.

The structure and content of this current programme were drawn and adapted from the three parenting modules as well as the following key resource materials:

- Lachman J.M. & Hutchings J. (2018). Parenting for Lifelong Health Programme for Young Children – European Version. Facilitator Manual. Fifth Edition
- Lachman J.N. & Hutchings J. (2017). Parenting for Lifelong Health Programme for Young Children. Parent Handbook. Fourth Edition
- Doubt J., Tsoanyane S., Lachman J.M., Ward C. & Cluver L. (2015). Sinovuyo Caring Families Programme for Parents and Teens. Facilitator Manual. Parenting for Lifelong Health for Teens. Third Edition
- Doubt J., Tsoanyane S., Lachman J.M., Ward C. & Cluver L. (2016). Sinovuyo Caring Families Programme for Parents and Teens. Family Guidebook. Parenting for Lifelong Health for Teens. First Edition
- Landers C. (2005). Parenting with Confidence: Enhancing the Development of Young Children. A Guide for Parent Facilitators. International Step by Step Association
- UNICEF & WHO (2012). Care for Child Development: Improving the Care of Young Children
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- Education Endowment Foundation. (2018). Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years, London: Education Endowment Foundation.
- Education Endowment Foundation. (2021). Working with Parents to Support Children's Learning, London: Education Endowment Foundation.
- Save the Children's Ready to Learn programming. Evidence-driven, play-based response to the global learning crisis in which millions of children are not gaining the skills they need to succeed in school and life.
- Key findings of formative evaluation study conducted by Maestral International and the Universiti Putra Malaysia from March to June 2018.

## PART ONE:

# Overview of Naungan Kasih Hybrid Parenting Programme

### Quick Links

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# 1 | Introduction

## Quick Links

[1.1 Welcome](#)

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## 1.1 Welcome

### Welcome to the Naungan Kasih Hybrid Positive Parenting Programme!

#### What's Inside?

- This manual is for YOU!!
- A comprehensive guide to help you deliver Naungan Kasih to families around you.
- Steps on how to introduce caregivers to the programme and support them.
- Specific information on the programme's content.

#### What to Remember?

- It is important to follow this manual as closely as possible. However, manuals are only a guide to support you after what you have learned in the training workshop.
- What you deliver – the content of the manual – is only 20% of the programme. The rest 80%? It's all about **HOW** you facilitate the programme and behave towards the parents.

## Skills You will Need

The core skills of a facilitator are a mirror for parents to learn how to use a collaborative approach to problem solving and bring about the change we want to see in parents and the community. These include understanding stages of child development, praising and encouraging parents, using active listening skills, being consistent and compassionate, exploring problems, and practising solutions.



### Remember

Just as we say to the parents, **“It is what you do at home that makes the difference,”** the same thing applies to you: **“It is how you interact with the parents in your group that makes the difference.”**

When you practise facilitation skills before a session, you will be more confident and able to deliver the programme. If there is anything that you cannot remember or feel unsure of, practise it with your co-facilitator. It is also important that you practise the programme skills with your own children (if you have any). You may also find it helpful in building positive relationships with others – your colleagues, friends, and loved ones!

Thank you for your commitment and dedication to promoting child wellbeing through positive parenting and consequently reducing violence against children.

**You are a shining star for happy families!**

## 1.2 What is Naungan Kasih Hybrid Positive Parenting Programme?

The Naungan Kasih Hybrid Positive Parenting programme (Naungan Kasih) is a family strengthening programme for families with children ages 2 to 9. It is designed to be delivered to parents through a combination of in-person sessions and chatbot parenting support.

The core theme in Naungan Kasih is “Building a Home of Love and Support for You and Your Child.” By helping parents build a home of support for themselves and their children, we help them manage their children’s behaviour whilst promoting healthy parent-child relationships.

This manual is a guide for you to deliver the programme. It is expected that you will have attended a facilitator training in programme delivery prior to delivering the programme.

## 1.3 What are the Programme goals?

The overall goal of Naungan Kasih is to provide parents with the skills to promote healthy child development, learning, and wellbeing. We achieve this goal by improving the following:

- Parent sense of responsibility and commitment
- Parenting knowledge, skill, and sense of competence
- Parent knowledge in child development
- Parent involvement in child learning and education
- Positive parenting behaviour
- Positive, consistent discipline strategies
- Parental supervision of children
- Child behaviour and wellbeing
- Caregiver mental health and social support
- Involvement of male caregivers



#### Note

We know that lots of children are cared for by someone who is not their biological mother or father. When we talk about ‘parents and primary caregivers’ and ‘parenting’ we mean the primary caregivers or guardians of the child, whether they are biological parents or not.

## 1.4 Who developed the Programme?

### Lots of different people!

Naungan Kasih was created in collaboration with the Malaysian National Population and Family Development Board (LPPKN) in the Ministry of Women, Family, the Community Development Department (KEMAS) in the Ministry of Rural Development, UNICEF Malaysia, the Universiti Putra Malaysia (UPM), University of Oxford, the Malaysian Association of Social Workers (MASW), IDEMS International, and Parenting for Lifelong Health.

In 2020, Parenting for Lifelong Health (PLH) collaborated with LPPKN, UPM, UNICEF, and IDEMS International to adapt its in-person programmes in response to restrictions placed on in-person parenting programmes during the COVID-19 pandemic and challenges reported by implementing partners in delivering programmes at scale in low-resource settings. One such PLH adaptation is ParentText, an interactive self-guided chatbot sent via instant messaging platforms like WhatsApp to parents of children aged 0-17 years, or in the case of Naungan Kasih, parents with children between 2 to 9 years old.

ParentText was developed through extensive cultural adaptation, user-testing, and piloting with parents and service providers, including in Malaysia with LPPKN, UPM, and UNICEF. Its main programme content was derived from the Naungan Kasih in-person programme as well as other PLH programmes. Additional content has been included to support mental health, educational, gender-based violence, and gender transformative outcomes.



ParentText messages are grouped into six positive parenting goals: Each goal is supported by learning modules designed to build parenting skills through comics, videos, and texts illustrating key parenting tips. ParentText also includes internal components to support user engagement, such as gamification (e.g., earning badges towards goals), personalisation (e.g., male, and female videos), and activities (e.g., quizzes). Participants can select the order of goals based on their preferences after completion of the first goal (Improve My Relationship with My Child).

Given the low engagement of users in digital-only parenting interventions, we have developed a hybrid delivery package for Naungan Kasih that includes ParentText, facilitated WhatsApp groups, and in-person group sessions.

## 2 | Programme Structure

### Quick Links

[2.1 ParentText Chatbot](#)

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The Naungan Kasih programme that you will deliver is a ‘hybrid’ programme. This means some content is delivered in-person, and some content via the ParentText chatbot.



### 2.1 ParentText Chatbot

The main component of the programme is the online ‘ParentText chatbot’. This chatbot sends participants parenting content via WhatsApp over the course of 6 weeks.

ParentText includes six main goals. Each goal includes 3-6 parenting skills that participants can build to realise these goals (with one skill being prompted each day).

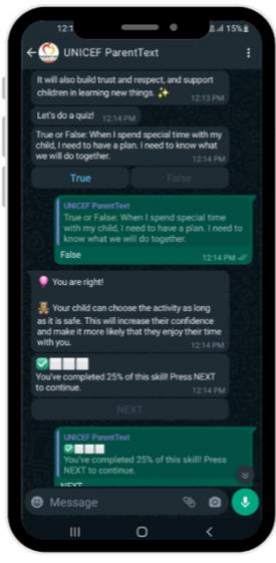
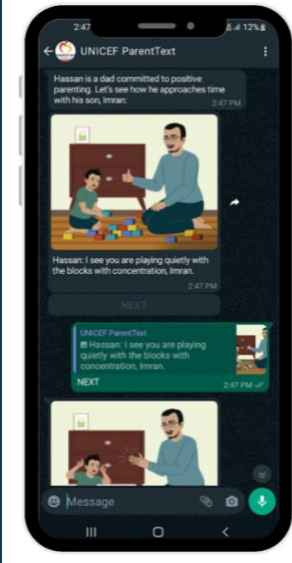
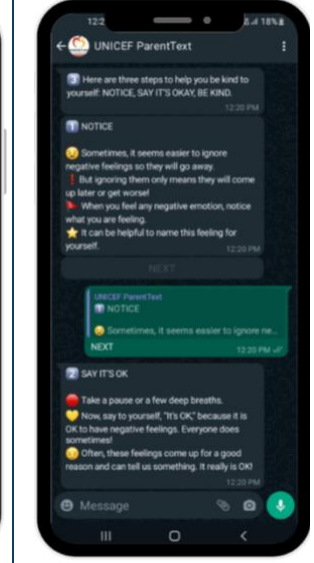
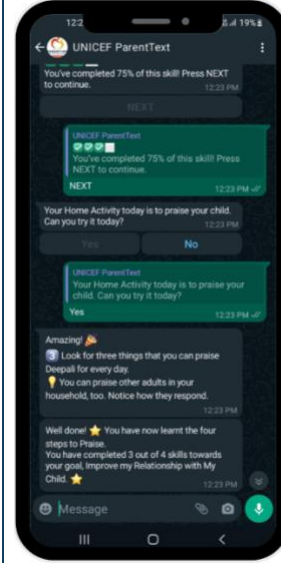
Goals	Skills
Improve My Relationship with My Child	<ul style="list-style-type: none"><li>• Spend 1-on-1 Time with My Child</li><li>• Be Kind to Myself</li><li>• Give Praise</li><li>• Talk about Feelings</li><li>• Parenting Values and Spirituality</li></ul>
Prepare My Child for Success in School	<ul style="list-style-type: none"><li>• Help Your Child’s Language Skills</li><li>• Help Your Child Learn to Read</li><li>• Get Your Child Ready for Maths</li><li>• Engage with Your Child’s School</li></ul>

Understand Child Development	<ul style="list-style-type: none"> <li>• The Power of Learning through Play</li> <li>• Learning from Experience</li> <li>• How Child is Changing</li> </ul>
Give My Child Structure	<ul style="list-style-type: none"> <li>• Manage My Stress</li> <li>• Keeping it Positive</li> <li>• Create Routines with My Child</li> <li>• Creating Family Rules</li> <li>• Know Everyone's Role</li> </ul>
Supporting Positive Child Behaviour	<ul style="list-style-type: none"> <li>• Redirect Misbehaviour</li> <li>• Ignore Demanding Behaviours</li> <li>• Managing Anger</li> <li>• Teach My Child Consequences</li> </ul>
Keep My Child Safe & Healthy	<ul style="list-style-type: none"> <li>• Teach Safe Touch</li> <li>• Community Safety</li> <li>• Strengthen My Child's Nutrition and Health</li> <li>• Know Online Safety Basics</li> <li>• Build Habits and Trust Online</li> </ul>

**Here's how parents will engage with the Goals and skills on the ParentText chatbot:**

 <p><b>1. Onboard:</b> Parents answer questions about their child's name, age, gender, and their relationship status to get started. Goals and content are tailored to this information.</p>	 <p><b>2. Goal Selection:</b> The programme contains 6 learning goals, such as "Keep my Child Safe and Healthy". Parents select the first goal they want to complete.</p>	 <p><b>3. Pre-Goal Check-in:</b> Before starting the goal, parents answer a single question related to the goal outcome.</p>	 <p><b>4. Skills:</b> A daily notification (sent 23.5 hrs after their last interaction) shares a new skill. They typically take 5-10 minutes to complete and end with a home activity assignment.</p>
 <p><b>5. Home Activity Check-In:</b> Each day, parents are asked whether they were able to complete their last home activity.</p>	 <p><b>6. Badge Earned!</b> Once each skill within a goal is complete, parents earn an animated badge to celebrate their accomplishments. More badges are earned as users complete additional goals.</p>	 <p><b>7. Post-Goal Check-In:</b> One week after the goal is completed, parents receive the same check-in question. Those still struggling receive tailored troubleshooting support.</p>	 <p><b>8. Trophy Earned!</b> Once all badges are earned, the course is complete and parents earn an animated trophy.</p>

## Each Skill is presented using a similar set of activities:

			
<p>A <b>short quiz</b> to spark participants' interest (for most skills)</p>	<p>A <b>comic</b> to show relevant parent-child scenarios that participants can relate with.</p>	<p>Key <b>Tips</b> that explain how a new skill can be used. Participants can choose if they want to receive these tips as text, audio, and/or video messages, depending on their literacy level and preferred data load.</p>	<p>A <b>home activity</b> assignment that helps participants apply the new skill at home.</p>

## **Additional features of ParentText**

### **Safeguarding Support**

Safeguarding is protecting peoples' health, well-being and human rights and enabling them to live free from harm, abuse, and neglect. Everyone we come into contact with, regardless of age, gender identity, disability, sexual orientation, religious or ethnic origin has the right to be protected from all forms of harm, abuse, neglect, and exploitation by any person associated with this programme.

ParentText is automated to recognise high-risk keywords and detect disclosure of dangerous and violent situations. After detection, an empathetic and empowering response is offered along with the contact details of where to access professional or urgent help (e.g., police, ambulance, hotline) also includes information on local support resources and hotlines to further support self-referral for users.

You or the parents can access the safeguarding support by typing HELP in the ParentText chatbot.

### **Developmental Assessment**

A developmental assessment is a valuable tool that helps parents understand and monitor their child's growth and development. It offers insights into how children are progressing and helps identify potential areas where extra support might be needed. By using this assessment, parents can play an active role in promoting their child's wellbeing and ensuring they have the best opportunities to thrive.

Parents in ParentText can access the development assessment anytime by typing GROW. They will also be prompted to complete the development assessment as a Home Activity for the skill, How your Child is changing, under the goal, Understanding Child Development.

### **Purpose of Developmental Assessment**

The purpose of the developmental assessment is to help find out if parents are worried about how their child is developing and help them identify early if a child has risks of developmental delay or disability. This supports the parents in providing timely support and resources to children with any developmental challenges. By taking actions early,

parents can reduce the effects of delays or disabilities of child development, and result in improved overall growth and wellbeing of the child.

We expect that these questions will encourage parents to share their concerns about their child's growth and motivate them to seek extra help when necessary. Our goal is to also offer specific contacts and useful resources that parents can use to get more support. Parents can access these resources by typing HELP in ParentText. The ultimate aim is to make sure that every child gets the help they need and has the opportunity to reach their full potential.



### Spotlighting Ability

The questions in ParentText on child development and ability are not meant to serve as a clinical diagnostic tool for determining developmental delay or disability. Parents should always seek a professional assessment if they are concerned.

## Background of Development Assessment

The assessment is for children aged under 5 years and is based on the Survey of Well-Being of Young Children (SWYC): Milestones. This tool is designed to assist caregivers in tracking the developmental progress of children aged 0-5½ years. It covers various skills that children typically acquire as they grow, including cognitive, language, social, and motor development. With sensitivity to age, it provides customised questions for children of different months.

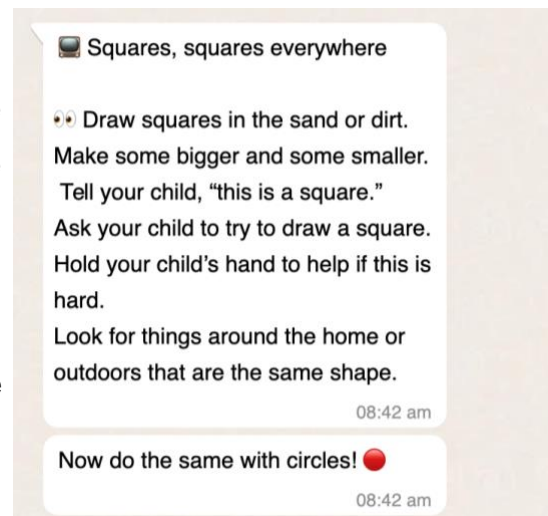
For children and adolescents aged 5 to 17 years, the questions are adapted from the Washington Group/UNICEF Child Functioning Module (CFM) – Ages 5-17 years, with minimal changes. The CFM is designed to identify functional difficulties in domains such as hearing, vision, communication, learning, mobility, and emotions.

The SWYC and CFM tools are designed to be easy for parents to use. This means parents can answer the questions on their own, remembering what they know about their child, without needing to test their child's skills. These tools have been thoroughly

studied and have proven to be accurate and dependable in various situations. They are constantly being studied and shared worldwide. Also, they are available in many languages and can be accessed freely, making them accessible to caregivers from different backgrounds and possibly avoiding the need for translation.

### Learning Through Play Activity Generator

Learning Through Play (LTP) Activities are playful activities that parents can complete with their children to spend one-on-one time. They are available through the main menu and offered at the end of each module to encourage playfulness. Parents can also type PLAY to generate a playful activity.





## 2.2 In-Person Support



### Note

In the Naungan Kasih KEMAS research study, you will deliver a specific combination of in-person and online support components. Which families receive which combination of support is determined by the group you are assigned to deliver.

### You are assigned: Group C

In addition to the content that is offered directly through the ParentText chatbot on a daily basis, participants receive the following additional support:

- **In-Person onboarding session** to introduce the Naungan Kasih programme to all parents and help them get started with the ParentText chatbot.
- **In-person closing session** for reflection and certificate distribution



### Note

In this manual, the following icons highlight specific guidance and tips for:



The in-person session with parents





The Online support through ParentText Chatbot

You will deliver **Group C Package** as outlined above. Here is a snapshot of all groups:

Packages	ParentText	In-Person Session 1: Onboarding	WhatsApp Support Group	In-person Session 2: Closing
Group A	✓	✓	✗	✗
Group B	✓	✓	✓	✗
Group C	✓	✓	✗	✓
Group D	✓	✓	✓	✓

Here is a weekly overview of in-person and online support for parents in your group:

	 In-Person Session	 ParentText Chatbot
Week 0	In-person Session 1 (onboarding) Getting started with ParentText	✓
Week 1		✓
Week 2		✓
Week 3		✓
Week 4		✓
Week 5	In-person Session 2 (Parent Celebration and Reflection)	

## 2.3 Overview of How to Deliver the Programme

### Prepare for the programme

It is important to **be well prepared**. This shows respect for the parents and ensures that they get as much support as they can. Ensure you know what needs to take place.

This means:

- Read this facilitator manual! We have tried to include everything you need to know to deliver the programme.
- Make sure you are aware of relevant ParentText Goals and Skills.
- Practise delivering the onboarding session and other parts of the programme with a partner. Practice makes perfect!
- Ensure that any technology that you need is prepared: your phones charged, internet connection secure. Make a back-up plan for any technology failures – including alternative ways to communicate with parents.
- Make sure all materials and venues are prepared in advance of in-person sessions.



### How to provide support during in-person sessions

- Make sure all materials and venues are prepared in advance of the session.
- Greet parents when they arrive at the session.
- Understand the relationship between parents and their child. Remember that each relationship will be different.
- Remember that every child develops at different speeds and stages.
- Respect what participants share and be aware of different ages, genders, values, and circumstances.
- Encourage parents to share and respond to each other - and praise them when they do it!
- Remind parents of group rules when needed.
- Notice when a parent is quiet or struggles with something and provide support.
- Model the behaviour you want to see among the parents.
- Use energisers to keep live interactions engaging and fun.



## Tips for effective facilitation for in-person sessions

### Use participatory approach to learning

In many other programmes, facilitators tell participants what to do and why it is important.

In Naungan Kasih we do things differently. We like to think of this as a participatory approach to learning. As facilitators, you are collaborators or partners working with parents to identify plans and practice solutions that will help them to improve life at home.

It is helpful to think of the parents as the experts who know their own child and circumstances.

Many parents will already be practicing lots of positive ways of parenting their children. Others will be able to identify ways of improving their parenting on their own with guidance.

Our job is to help parents learn for themselves how to achieve their goals. This sometimes means we have to work harder to ask the right sort of open-ended questions that will help parents work out the benefits of positive parenting and nonviolent discipline for their children.

When parents teach themselves, they learn a skill that will help them for a long time after the programme ends.

### Model the behaviour you want to see

The modelling principle forms the foundation of how we deliver Naungan Kasih.

If we lead sessions in a collaborative approach, praise parents often, practice active listening, and use positive instructions, parents will do the same with their children.

Likewise, if we tell parents what to do, criticise or laugh at them, ignore their needs or concerns, or only say what we do not want them to do, they will do the same.

Practice the relaxation activities to help reduce your own stress. It can even just be taking a deep breath. Parents will learn from your example and begin to mirror your behaviour.

In many ways you are parenting the parents in the way that you would like them to parent their children. **It really works!**

### Go at the pace of the parents and involve everyone in the group

You should always go at your parents' pace when delivering the programme. Make sure that the parents in your group have understood the current content before moving on to new content.

This may mean that you take extra time problem-solving issues that come up during the sessions.

### Make Naungan Kasih a happy place to learn

Everyone likes a place that is warm and inviting. Tips for facilitators to make Naungan Kasih a happy place to learn:

1. Invite parents to participate: Notice when someone is holding back and ask if he or she wishes to share an opinion or experience.
2. Make sure that everyone in the room can hear you (and each other).
3. Sit when you are talking. Be on the same level as the parents and sit among them. If it is possible, try to sit among the parents instead of at the front of the group.
4. Create a comfortable and welcoming place to meet.
5. Make sure there are enough chairs and that the room is clean, use a fan or an air conditioner (if it is available) in the summer. Even decorate the room if you want!
6. Establish the language needs of the participants.
7. Respect whatever a parent shares with the group.
8. There will be lots of laughter in the group but try to laugh with not at a parent even if what they say sounds ridiculous.
9. Praise parents for their effort and dedication.
10. Model the behaviour you want from the parents in the way that you treat them.
11. Praise, respect, and reflect on parents' contributions.



### Spotlighting Ability

Notice whether participants have physical challenges or disabilities that may require adjusting the way they participate in activities.