



World Health  
Organization

# Essential Newborn Care Course Second Edition (2022)

*Launch of the Interim Version*

**Monday, 11 April 2022**

**Time: 13:30-15:00 Geneva Time (GMT +1)**



# Essential Newborn Care Course Second Edition (2022)

Interpretation available in French, Spanish, Portuguese and Arabic

## Launch of the Interim Version

Monday, 11 April 2022

# Welcome & Introduction

Launch of WHO Essential Newborn Care Course interim second edition



**Dr Rajiv Bahl**

**Newborn Health Unit Head, Department of Maternal, Newborn,  
Child and Adolescent Health, and Ageing, WHO Geneva**

# Agenda

*Moderated by Dr Janna Patterson (American Academy of Pediatrics)*

## Part 1:

**Welcome:** Dr Rajiv Bahl, WHO

**Official launch of ENCC:** Dr Anshu Banerjee (WHO)

**Presentation: What is new?** Dr Teshome Desta (WHO)

**Brief remarks from collaborating partners:**

- Mr Tore Laerdal (Laerdal Global Health)
- Dr Beena Kamath Rayne (American Academy of Pediatrics)
- Dr Marzia Lazzerini (WHO Collaborating Centre Trieste)

**Questions & Answers**

## Part 2:

**Panel discussion:**

- Dr John Ovuoraye (Federal Ministry of Health Nigeria)
- Dr Queen Dube (Ministry of Health Malawi)
- Dr Tedbabe Hailebagriel (UNICEF)
- Dr Leah Greenspan (USAID)
- Dr William Keenan (IPA)
- Ms Erin Ryan (ICM)
- Dr Marsha Campbell-Yeo (COINN)
- Ms Mona Tamannai (Médecins Sans Frontières)
- Ms Janet Meyers (Save the Children)





# Part 1

**Launch of ENCC Second Edition Interim Version:** Dr Anshu Banerjee (WHO)

**What is new?** Dr Teshome Desta (WHO)

**Brief remarks from collaborating partners:**

- Mr Tore Laerdal (Laerdal Global Health)
- Dr Beena Kamath Rayne (American Academy of Pediatrics)
- Dr Marzia Lazzerini (WHO MCH Collaborating Centre Trieste)

**Questions & Answers**

# Opening remarks and official launch of ENCC

Launch of WHO Essential Newborn Care Course interim second edition

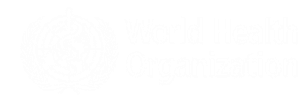


**Dr Anshu Banerjee**

**Department of Maternal, Newborn, Child and Adolescent Health, and Ageing, WHO Geneva**

# Overview of ENCC: What is new?

Launch of WHO Essential Newborn Care Course interim second edition



**Dr Teshome Desta Woldehanna**

**Medical Officer, Universal Health Coverage/Life Course**

**Maternal, Newborn, Child and Adolescent Health, and Ageing, WHO**

## **PREVIOUS VERSION - ESSENTIAL NEWBORN CARE (2010)**



## **WHAT IS NEW?**

### **THE UPDATE VERSION – ESSENTIAL NEWBORN CARE COURSE (2022)**

1. Competency-based with many new features with flexibility for both in-service and pre-service settings, & different course options. *Plus, it incorporates current guidelines and recommendations:*
2. WHO Standards for Improving the Quality of Care for MNH (2016) & Standards for Improving the Quality of Care for Small or Sick Newborns (2020)
3. Point of Care Quality Improvement Process linked Modules to PDSA Cycles (2018)
4. Baby-Friendly Hospital Initiative Competency Toolkit (2020)
5. Competencies for facilitators & learners
6. COVID-19 – Infection prevention & control, WASH in health facilities.
7. Nurturing Care Framework (2018) +
8. Birth Defect Surveillance Toolkit (2019)
9. Helping Babies Breathe and Helping Babies Survive aligned with WHO Guidelines + Early Essential Newborn Care Coaching (2018)



# New learning strategy

## Essential Newborn Care Course applies the WHO Learning Strategies



- Learning is active, not passive.
- Learning addresses real-life issues.
- The process of learning is as important as the content.
- People learn with, and from, peers.
- People identify, plan and monitor their own learning.
- People use different learning strategies.
- Learners engage in reflection and self-evaluation.
- Feedback is critical for change and improvement.



# Competencies are defined

## Global competency and outcomes framework for universal health coverage

- Places newborns and their families at the centre of all practices.
- Provides and demonstrates culturally sensitive, respectful and compassionate care (non-blaming, non-discriminatory, non-judgmental and non-stigmatizing).
- Takes a solutions-oriented approach to problem-solving.
- Contributes to a culture of safety and continuous quality improvement.
- Demonstrates confidentiality, consent, absence of conflict of interest, duty of care, dignity, privacy and safeguarding.

## Facilitator competencies

- Adapted from WHO, 2016, Midwifery nurse educators' core competencies.

## Learner competencies



©WHO /WPRO and ©WHO/Dr Helenlouise Taylor

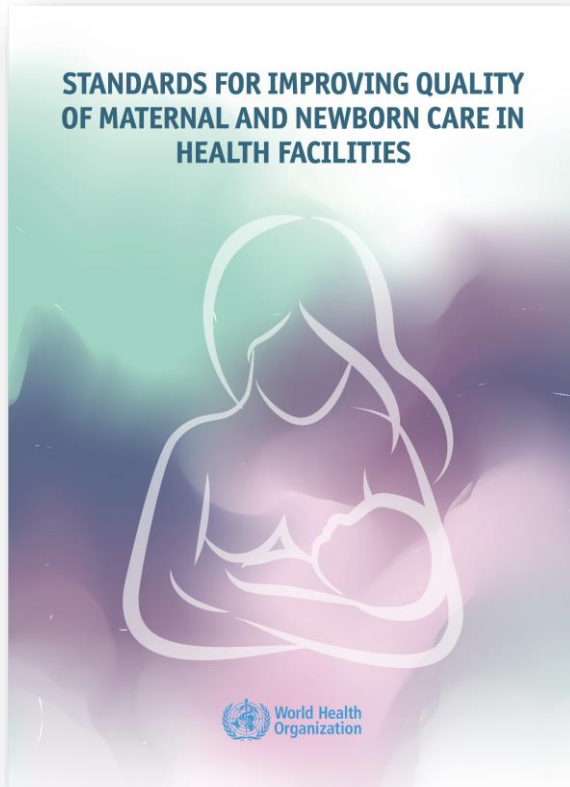
# Facilitator competencies

- Master all the content of the Essential Newborn Care course.
- Apply adult facilitation and learning methodologies to promote active learning.
- Model positive behaviours.
- Monitor and promote safe learning environment.
- Adapt and tailor facilitation to learners' needs and based on standardized assessments.
- Support learners to apply evaluation, decision-making, action cycles.
- Promote skills practice for simulations using correct technique, facilitating self-reflection and peer feedback.
- Use clinical practice effectively.
- Understand and apply the Point of Care Quality Improvement Process (POCQI)

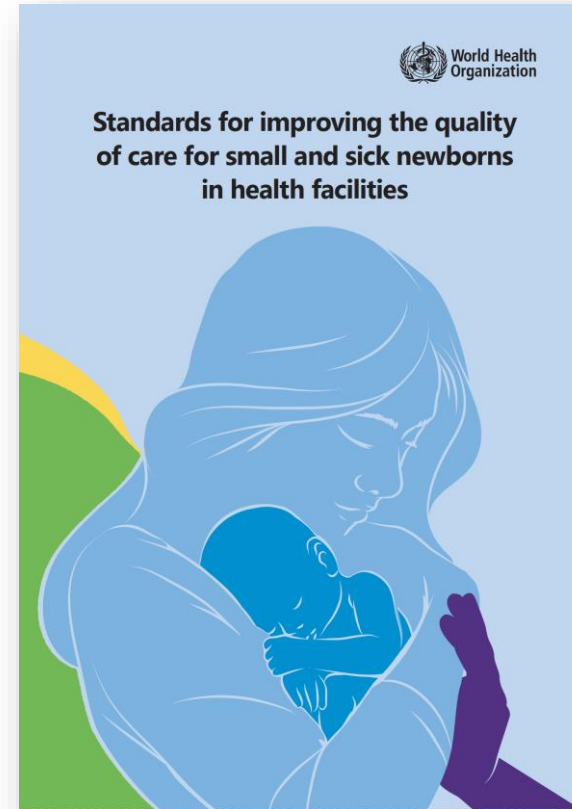


# Foundation

## 1.WHO Standards for Care of EVERY Newborn



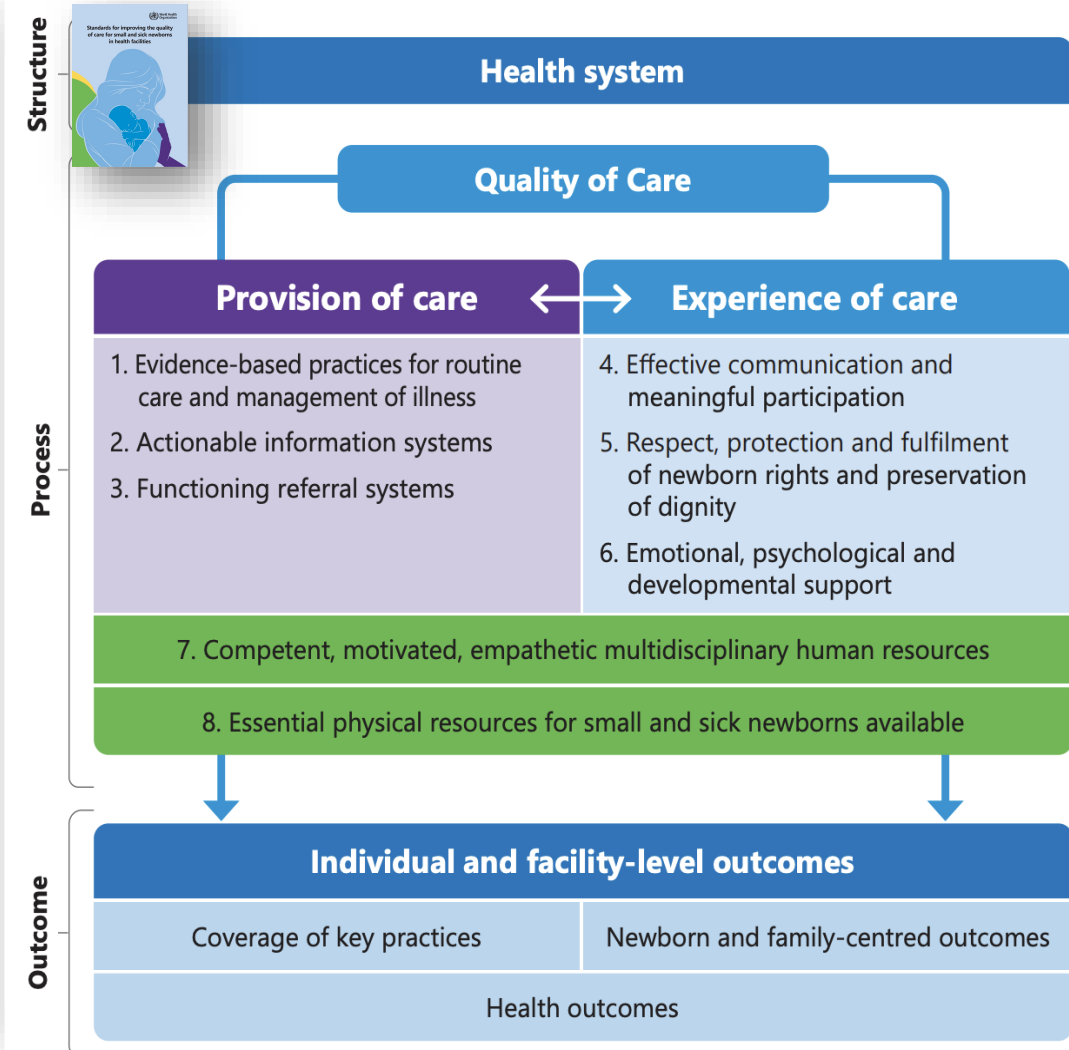
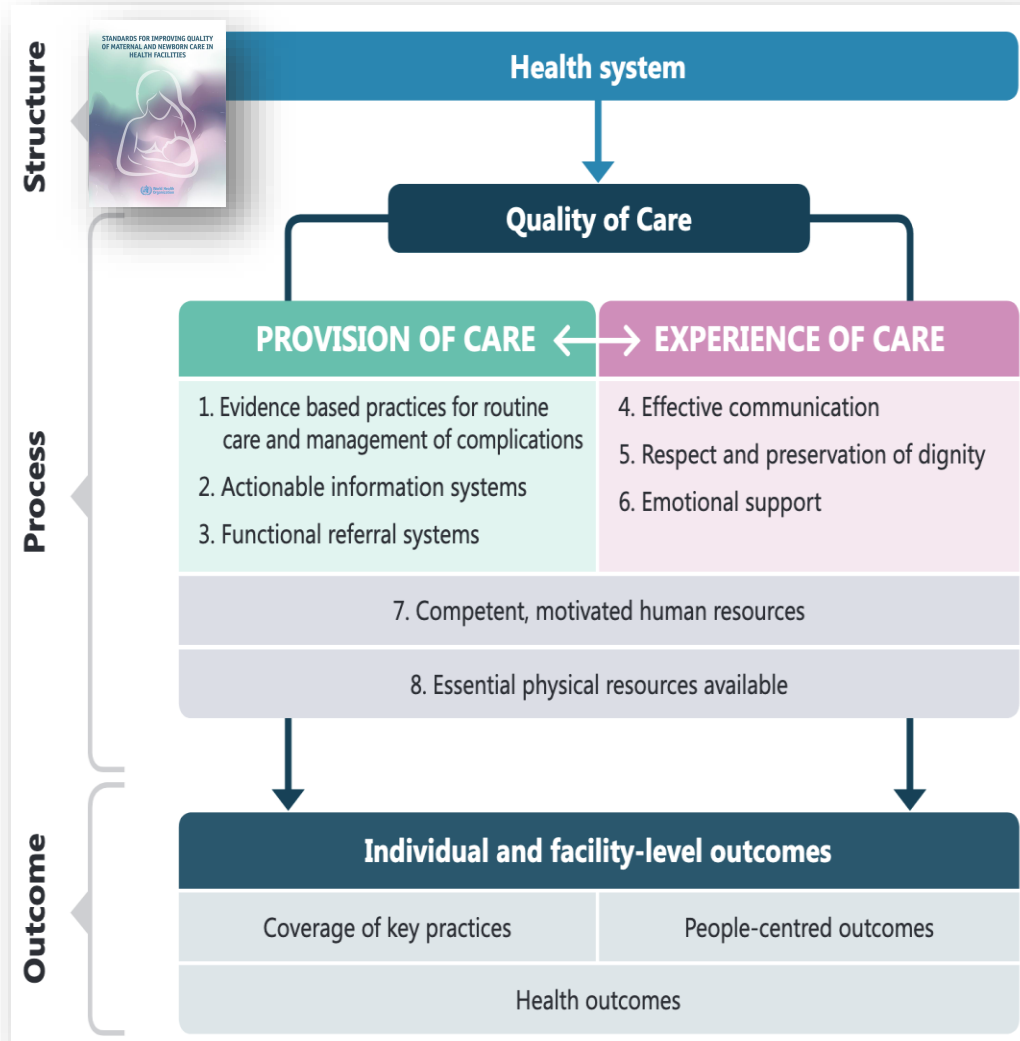
WHO Standards for Improving  
Quality of Maternal and Newborn  
Care in Health Facilities (2016)



WHO Standards of Care  
for Small and Sick  
newborns (2020)

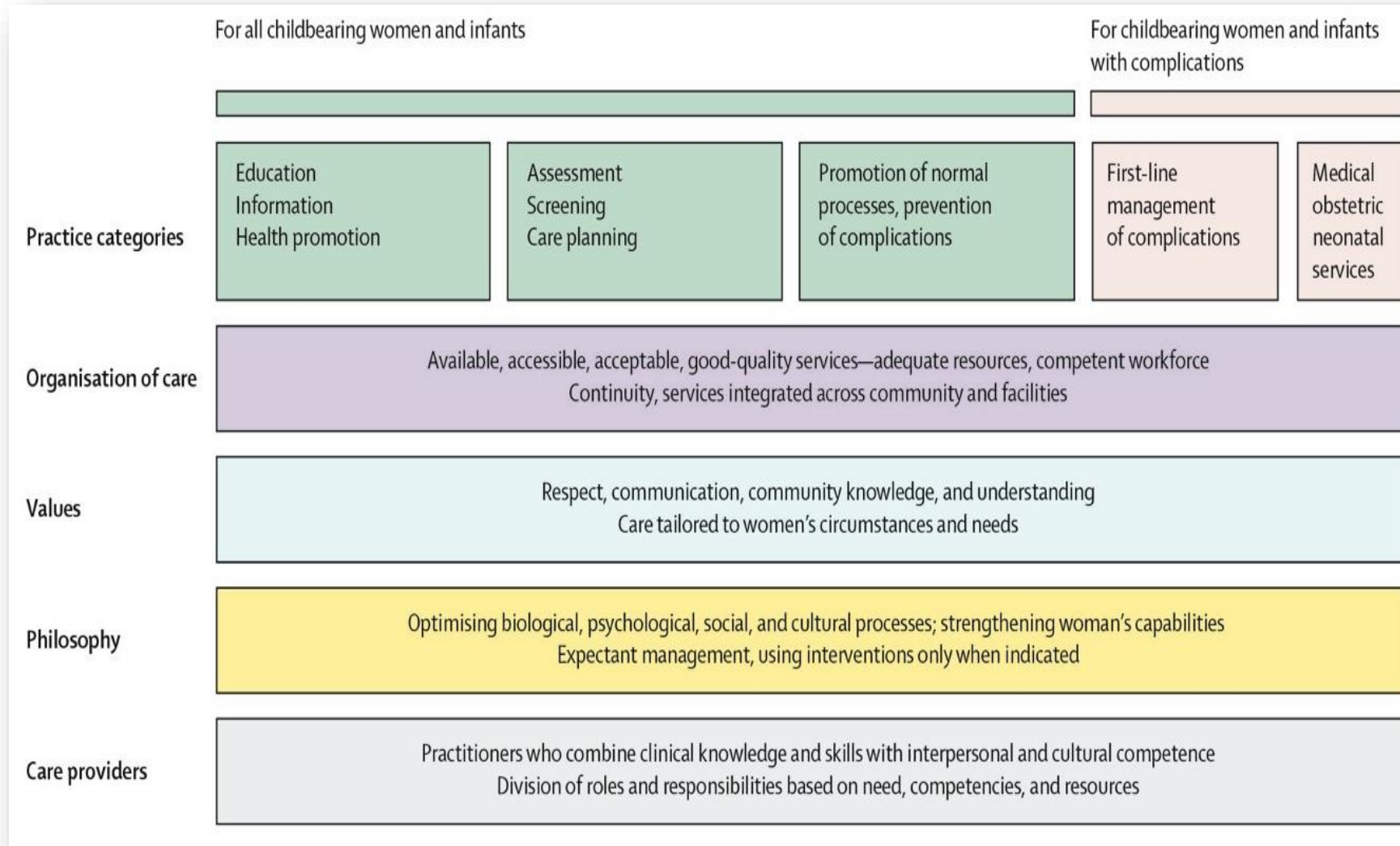


# WHO Quality of Care Framework



# Foundation

## 2. Framework for quality maternal and newborn care





# Foundation

## 3. Universal rights of newborns

### RESPECTFUL MATERNITY CARE CHARTER

## *The Universal Rights of Women & Newborns*

1 Everyone has the right to  
**freedom**  
from harm & ill-treatment

2 Everyone has the right  
to **information**,  
informed **consent**, &  
respect for their choices  
& preferences, including  
companion of choice  
during maternity care &  
refusal of medical  
procedures

3 Everyone has the right to  
**privacy &  
confidentiality**

4 Everyone is their  
own person from the  
moment of birth & has  
the right to be treated  
with **dignity &  
respect**

5 Everyone has the right  
to equality, freedom  
from discrimination &  
**equitable care**

6 Everyone has the right  
to **healthcare** &  
the highest attainable  
level of health

7 Everyone has the right  
to **liberty,  
autonomy**,  
self-determination &  
freedom from arbitrary  
detention

8 Every child has the right  
to be **with their  
parents** or guardians

9 Every child has the right  
to an **identity &  
nationality**  
from birth


10 Everyone has the right to  
adequate **nutrition &  
clean water**

# Assessment

## Assessments of knowledge and performance

- Pre-test (in-service and pre-service learners) to tailor sessions to meet learners' needs and guide learners' journeys and avoid repetition.
- Standard simulation at beginning of module in-service.
- Post-test (summative assessment) and standard assessment for ALL to document the progress of learners and the quality of the training.
- Self and peer assessments of performance improvement during simulations and clinical practices.

Learners observe health workers, organization of care and case management during clinical practice sessions and assess if quality gaps exist.

 World Health Organization  
**Performance Assessments – Essential Newborn Care**  

In-service learners should complete these three brief scenarios as simulations to demonstrate their baseline performance skills before starting a course.  
Participants should first take the role of the health care worker and then act as the mother with the next learner being assessed.  
Observe each participant in the role of the health care worker and, using the observation checklists below, note whether or not each step is done. If participants ask, allow them to use the job aid or algorithm that they normally use, such as the Action Plan.  
Record results and use the results to tailor facilitation of the course to the needs of the participants.  
At the end of the modular course, repeat the assessments for ALL learners. Compare pre- and post-course performance to identify continuing learning needs.

**Assessment 1: Immediate care at birth of a non-breathing baby**

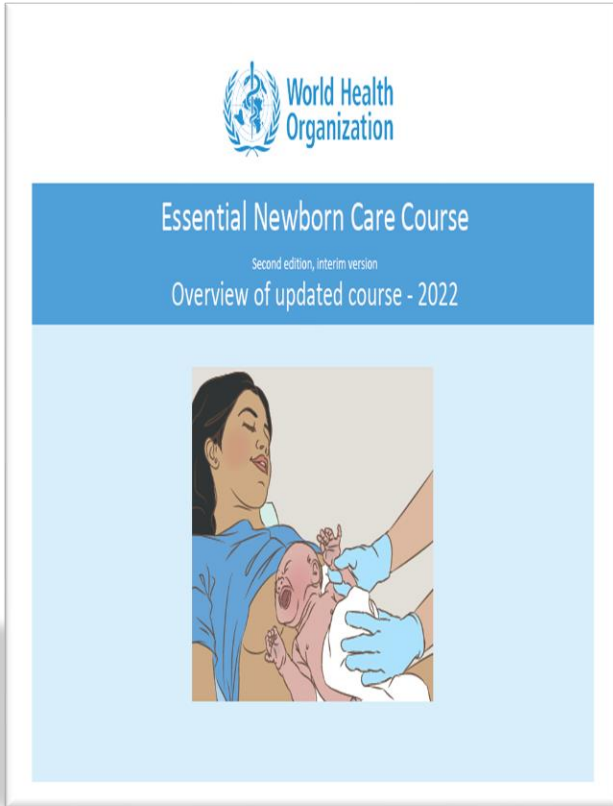
Read scenario: A baby is born at term through clear amniotic fluid. You dry the baby and provide stimulation.  
The baby does not cry or breathe.  
"Show me what you will do."

Use checklist 9, or use checklist 9a if you implement first embrace EENC coaching.

9. Basic resuscitation of the newborn	Done	
	YES	NO
1. Called for help		
2. Clamped or tied and cut the umbilical cord		
3. Moved baby to ventilation area, stood at head, <sup>1</sup> checked mask size		
4. Positioned baby's head slightly extended		
5. Placed mask to cover chin, mouth and nose		
6. Ventilated at correct rate (40 breaths per minute)		
7. Observed good chest movement		
<i>Facilitator inflates lungs at 30 breaths per minute</i>		
8. Recognized breathing		
9. Continued skin-to-skin care		
10. Monitored with mother (breathing and mothers' condition)		
11. Completed the birth record		
12. Explained to mother and companion		
13. Counselling on keeping baby warm		
14. Counselling on feeding cues		
Note any harmful practices or concerns <sup>2</sup>		

<sup>1</sup> In supine position or other special circumstances, the learner may need to bend to look at the baby's head.  
<sup>2</sup> Examples include: working, rough handling, poor thermal care.

# Materials: Cross-cutting



Course overview



Plan, adapt and facilitate guide

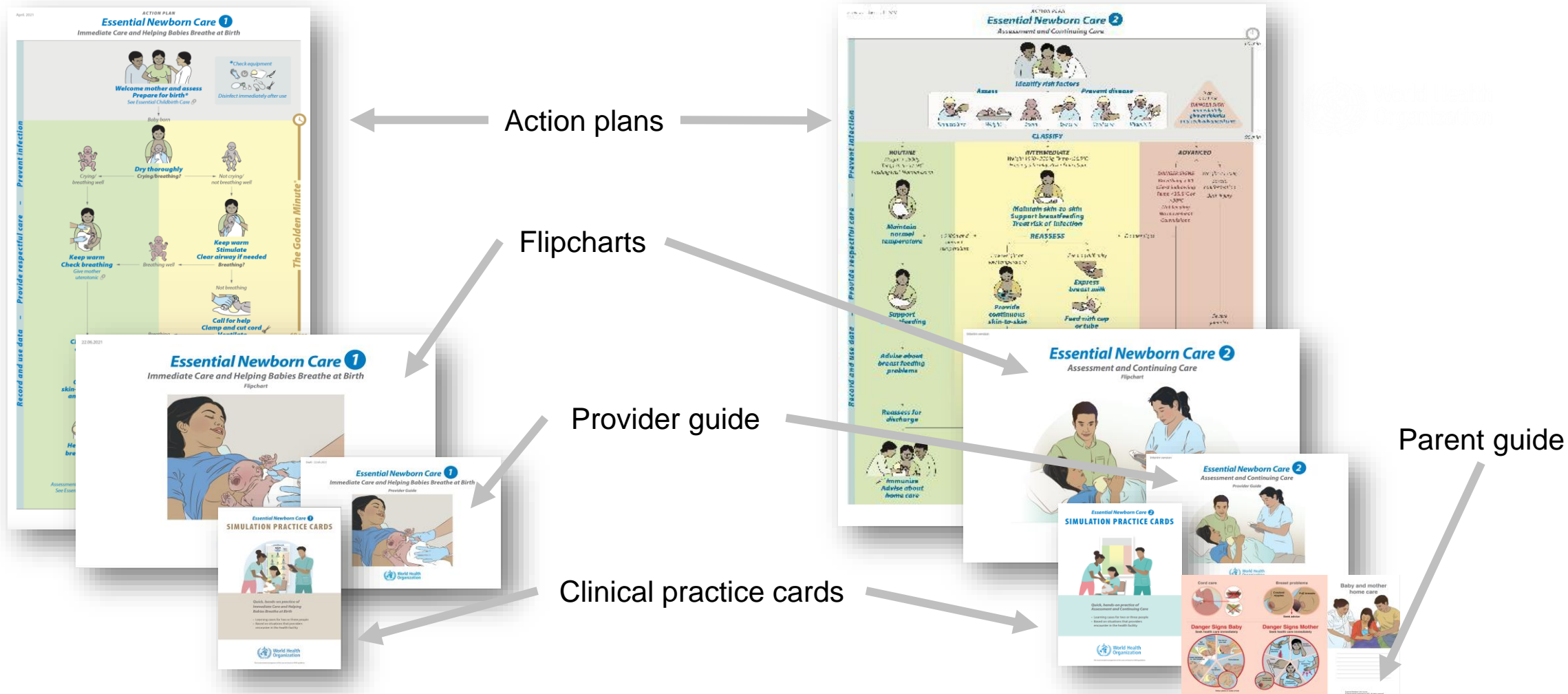


Competencies for facilitators and learners

# Materials: The Basic course

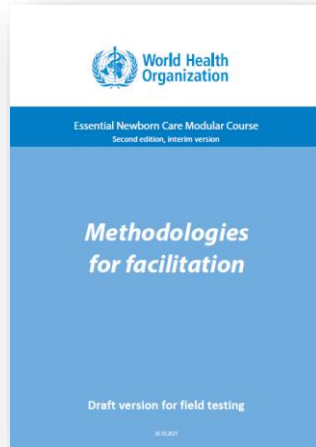
ENC part 1: from birth to 60 minutes after birth

ENC part 2: 60-90 minutes after birth and beyond





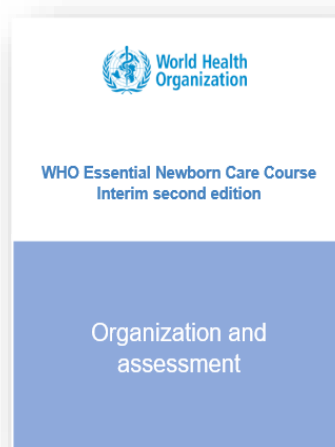
# Materials: The Modular course



Methodologies for facilitation



Clinical practice cards



Organization and assessment



Facilitator notes



Presentation slides



Workbook for learners

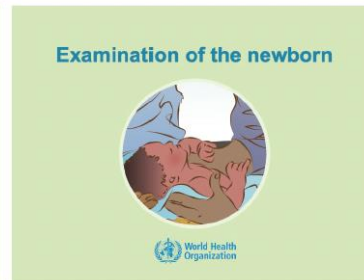
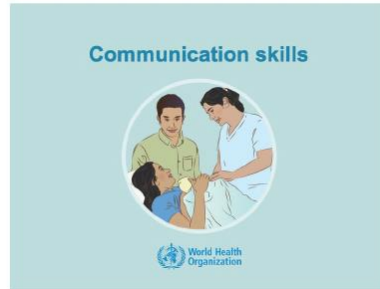
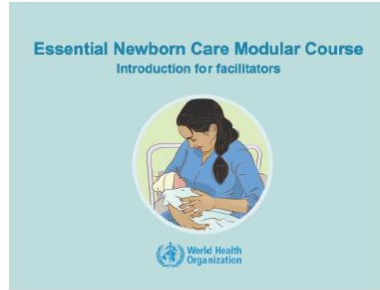


Posters



Handouts

# Modular course - 14 modules



3 cross-cutting  
themes

6 routine care

2 intermediate  
care

3 additional care



# Essential Newborn Care Methodologies

- Self-paced learning
- Videos
- Questions/quiz
- Case studies
- Demonstrations (mannequins and live newborns)
- Simulations
- Mentored clinical practice
- Reflection on practice
- Finding and applying WHO evidence and guidelines (Treasure Hunts)
- Point of Care Quality Improvement (POCQI)
- Peer practice to build and maintain skills and confidence

## SYMBOLS



Pre-service



In-service



Self-paced learning



Critical reflection



Videos



Questions/Quiz



Case study



Role play



Simulation



Clinical practice



Treasure hunt



The situation



Summary



Quality improvement

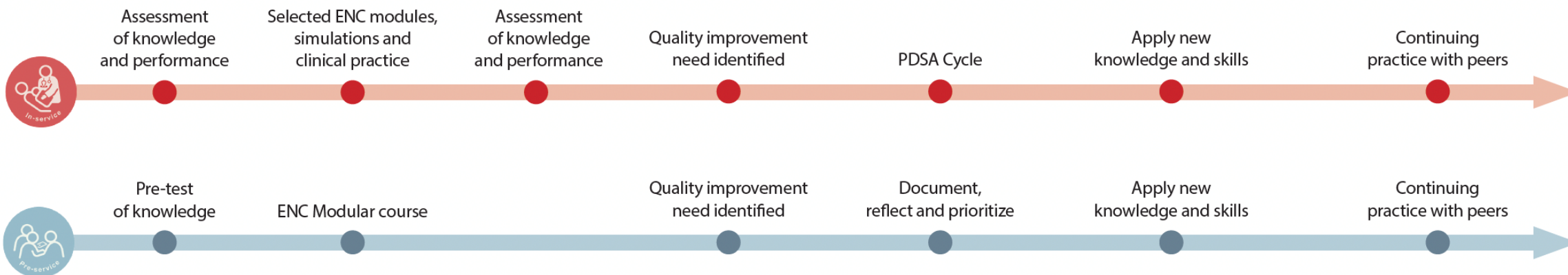
# Essential Newborn Care Course Options

Three course options, A, B C:

## A Basic course parts 1 and 2



## B Modular course



# Essential Newborn Care Course Options



## C Combined course: Combination of basic course and selected modules



# ESSENTIAL NEWBORN CARE COURSE

applying current evidence to ensure  
**ALL newborns survive and reach their full potential**

From



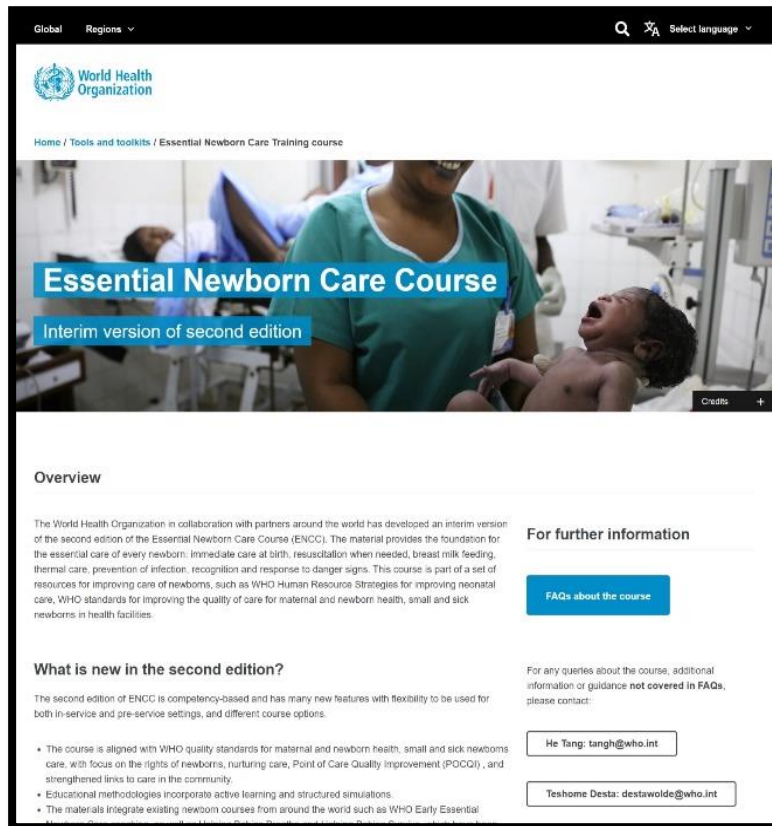
To





# ACCESS THE ESSENTIAL NEWBORN CARE MATERIALS

<https://www.who.int/tools/essential-newborn-care-training-course>



Global Regions Select language

World Health Organization

Home / Tools and toolkits / Essential Newborn Care Training course

## Essential Newborn Care Course

Interim version of second edition

Credits +

### Overview

The World Health Organization in collaboration with partners around the world has developed an interim version of the second edition of the Essential Newborn Care Course (ENCC). The material provides the foundation for the essential care of every newborn: immediate care at birth, resuscitation when needed, breast milk feeding, thermal care, prevention of infection, recognition and response to danger signs. This course is part of a set of resources for improving care of newborns, such as WHO Human Resource Strategies for improving neonatal care, WHO standards for improving the quality of care for maternal and newborn health, small and sick newborns in health facilities.

### For further information

FAQs about the course

### What is new in the second edition?

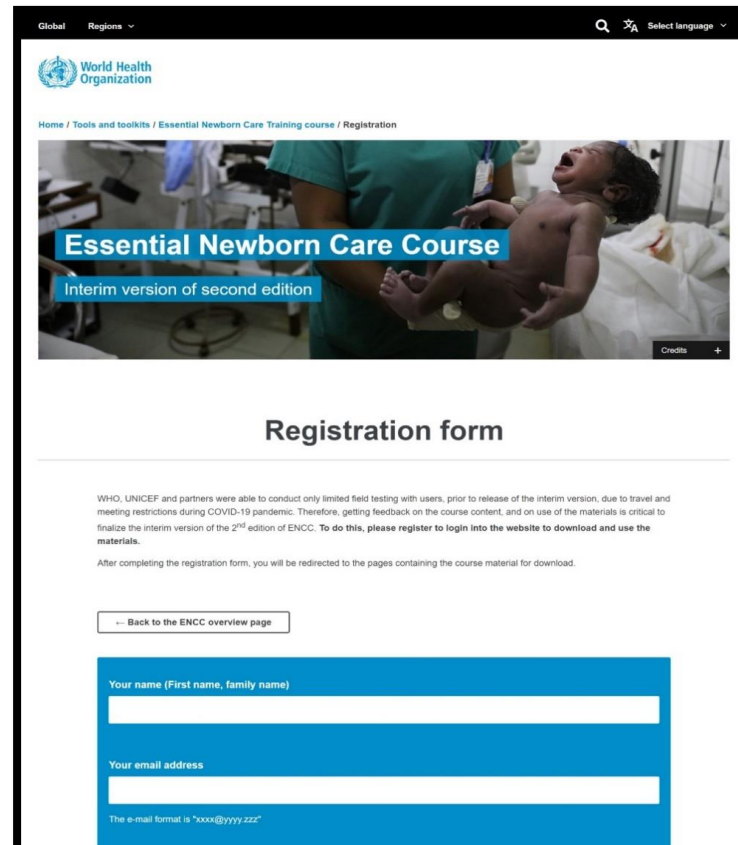
The second edition of ENCC is competency-based and has many new features with flexibility to be used for both in-service and pre-service settings, and different course options.

- The course is aligned with WHO quality standards for maternal and newborn health, small and sick newborns care, with focus on the rights of newborns, nurturing care, Point of Care Quality Improvement (POCQI), and strengthened links to care in the community.
- Educational methodologies incorporate active learning and structured simulations.
- The materials integrate existing newborn courses from around the world such as WHO Early Essential Newborn Care Course.

For any queries about the course, additional information or guidance **not covered in FAQs**, please contact:

He Tang: [tangh@who.int](mailto:tangh@who.int)

Teshome Desta: [destawolde@who.int](mailto:destawolde@who.int)



Global Regions Select language

World Health Organization

Home / Tools and toolkits / Essential Newborn Care Training course / Registration

## Essential Newborn Care Course

Interim version of second edition

Credits +

### Registration form

WHO, UNICEF and partners were able to conduct only limited field testing with users, prior to release of the interim version, due to travel and meeting restrictions during COVID-19 pandemic. Therefore, getting feedback on the course content, and on use of the materials is critical to finalize the interim version of the 2<sup>nd</sup> edition of ENCC. To do this, please register to login into the website to download and use the materials.

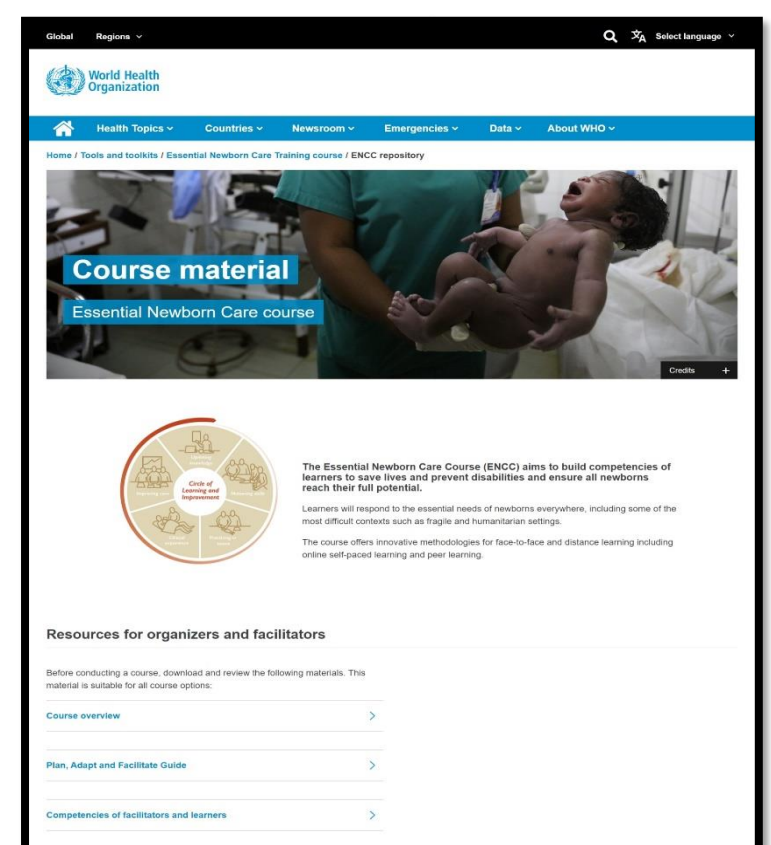
After completing the registration form, you will be redirected to the pages containing the course material for download.

[← Back to the ENCC overview page](#)

Your name (First name, family name)

Your email address

The e-mail format is "xxxx@yyyy.zzz"



Global Regions Select language

World Health Organization

Home / Tools and toolkits / Essential Newborn Care Training course / ENCC repository

## Course material

Essential Newborn Care course

Credits +

### Resources for organizers and facilitators

Before conducting a course, download and review the following materials. This material is suitable for all course options:

- [Course overview](#)
- [Plan, Adapt and Facilitate Guide](#)
- [Competencies of facilitators and learners](#)

The Essential Newborn Care Course (ENCC) aims to build competencies of learners to save lives and prevent disabilities and ensure all newborns reach their full potential.

Learners will respond to the essential needs of newborns everywhere, including some of the most difficult contexts such as fragile and humanitarian settings.

The course offers innovative methodologies for face-to-face and distance learning including online self-paced learning and peer learning.



Thank you



April 11, 2022

# WHO ESSENTIAL NEWBORN CARE Course Launch

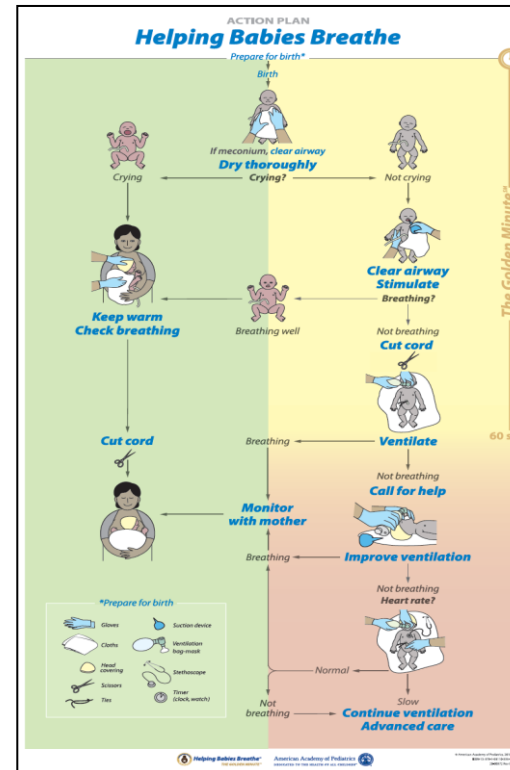
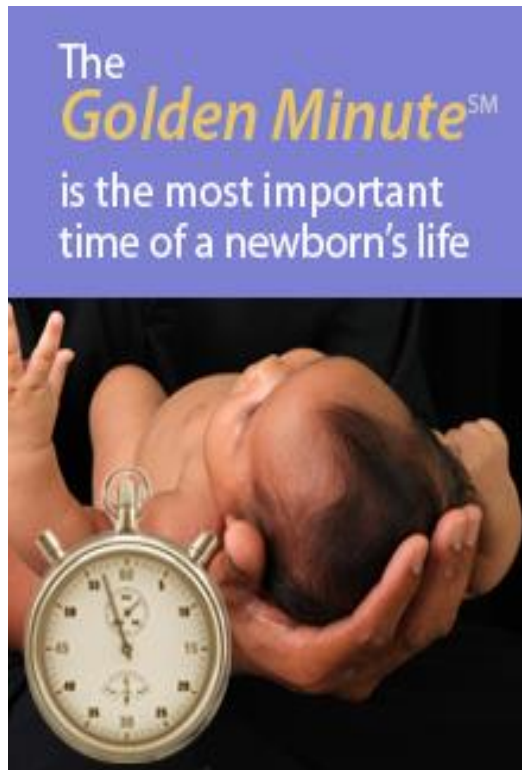
REMARKS  
Tore Laerdal



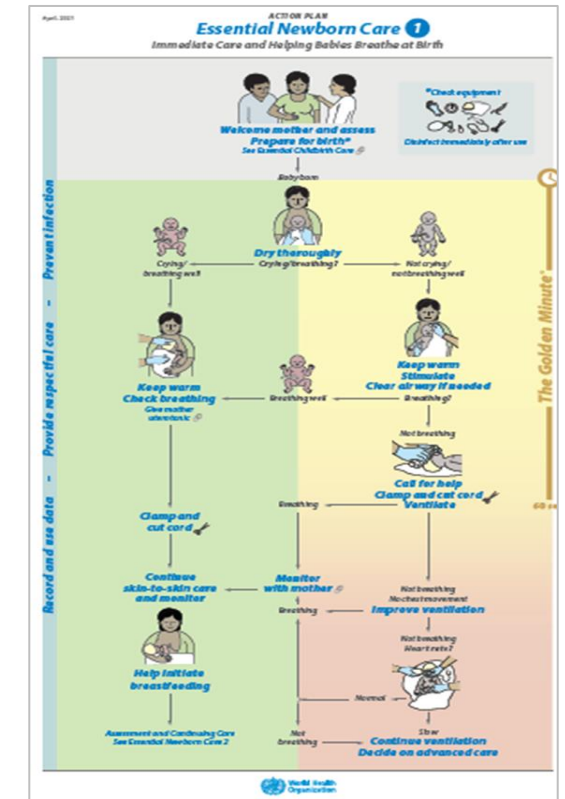
**Laerdal**  
helping save lives

# History

## From the Golden Minute to the WHO ESSENTIAL NEWBORN CARE



HBB, 1<sup>st</sup> Edition, 2010



WHO ENC 1, 2022

# 10 programs -1 million birth attendants reached

Antenatal Care

Labour Management

**HBB**

Birth

Newborn Care

Postpartum Care

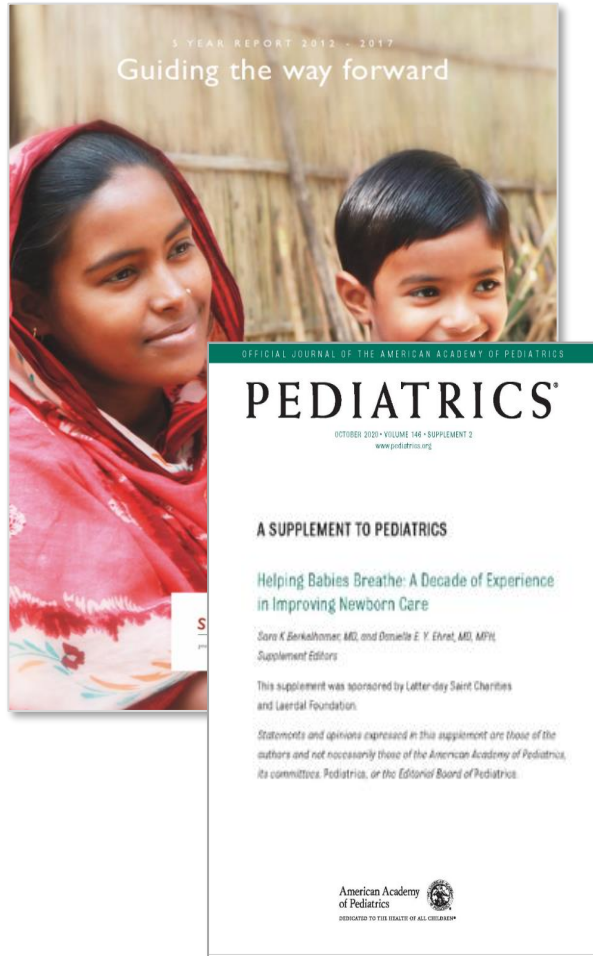


# Best Practice Implementation

## 10 steps Best Implementation

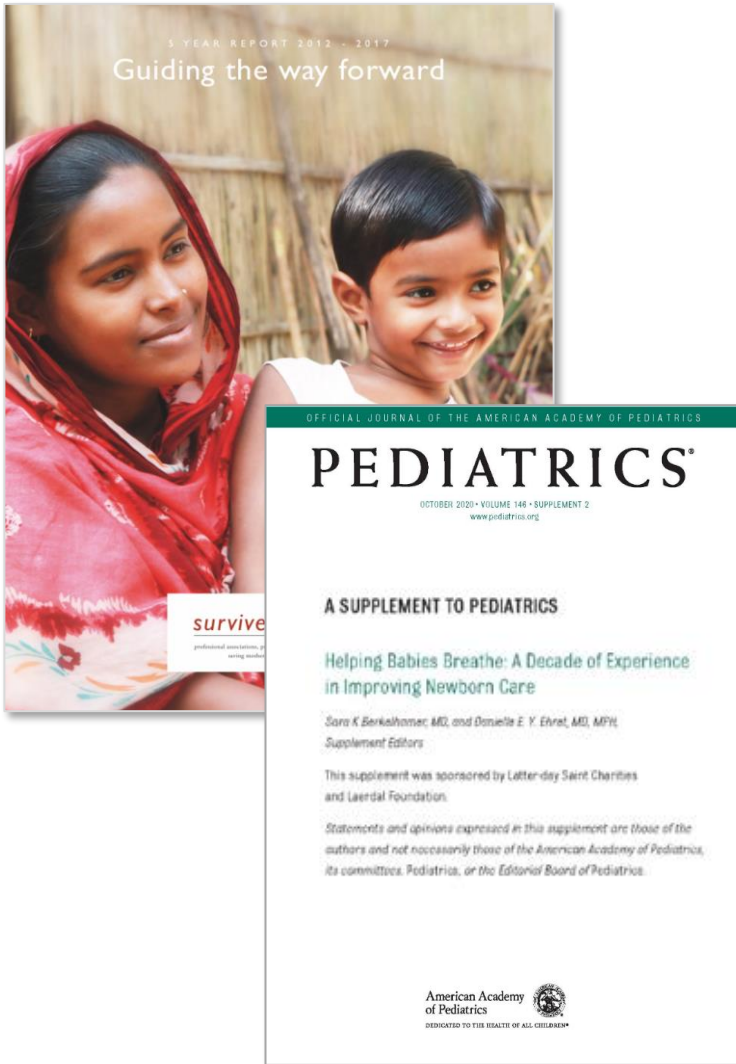
1. Secure Ministry of Health buy-in
2. Form a working group for planning, training and monitoring
3. Develop national roll-out plan, for pre-service and in-service training, in both public and private sector
4. Provide learning materials & equipment at time of training
5. Identify and support local leaders and champions
6. Establish Low Dose High Frequency refresher training
7. Establish facility level QI teams
8. Monitor performance
9. Establish a system for reporting and feedback
10. Engage HCPs, families and the broader community

<http://journals.plos.org/plosone/article?id=10.1371/journal.pone.10178073>





# Guiding the way forward



## 10 steps Best Implementation

1. Secure Ministry of Health buy-in
2. Form a working group for planning, training and monitoring
3. Develop national roll-out plan, for pre-service and in-service training, in both public and private sector
4. Provide learning materials & equipment at time of training
5. Identify and support local leaders and champions
6. **Establish Low Dose High Frequency refresher training**
7. **Establish facility level QI teams**
8. **Monitor performance**
9. **Establish a system for reporting and feedback**
10. **Engage HCPs, families and the broader community**

**Focus 2010-2020**

**Focus NOW**

# Dr Beena Kamath-Rayne

## American Academy of Pediatrics

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American Academy of Pediatrics  
DEDICATED TO THE HEALTH OF ALL CHILDREN®



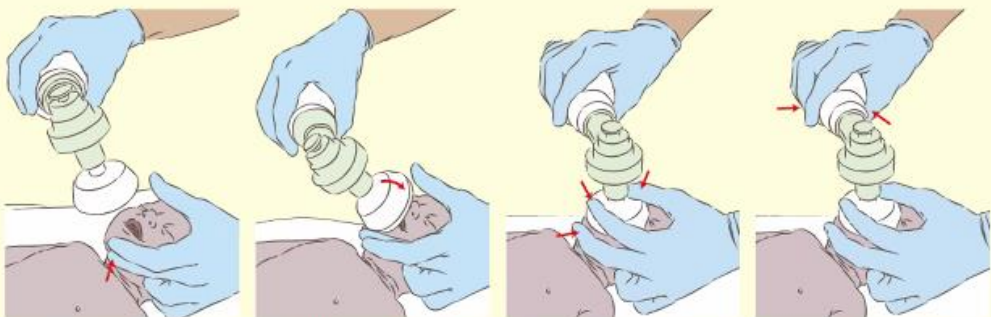


# Innovation in Learning

## Continued emphasis on skills practice

 **Ventilate**

### Ventilate with bag and mask




Position the head slightly extended

Apply the mask to the chin, then over the mouth and nose

Make a tight seal between the mask and face

Squeeze the bag to produce gentle movement of the chest



# KEY DIFFERENCES WHO ENC & ENC Now!

## WHO ENC COURSE

## ENC Now!



### Content

Updated version of WHO ENC/HBB with alignment to WHO guidelines

Digital version of the basic WHO ENCC  
WHO ENC 1 done; ENC 2 is coming!



### Delivery

Designed for in-person facilitation

Utilizes a blended learning approach, with digitally delivered content and face-to-face practice. Participants can be supported by an online and onsite facilitator.



### Format

Traditional hardcopy materials, like those used for HBB/HBS programs: Action Plan, Facilitator Flipchart, Provider Guide

Digital course platform enhances the traditional hardcopy materials



### Hands-on

Same as in-person HBB trainings – facilitators demonstrate skills, participants practice in pairs, facilitators provide feedback

Online facilitator demonstrates skills via camera or video; participants practice in pairs with a simulator; online and onsite facilitators provide feedback

# Resources for ENC Training



## Helping Mothers & Babies Survive learning portal – Open Access

- Digital courses (including ENC Now!), videos, LDHF training, printable materials, tests, templates and more, all in one place



## Customized MentoRship and Implementation Support Package (CRISP):

- Customized ENC Training
- Customized Mentorship (4-6 sessions)
- Access to CRISP Collaboration Platform (additional resources, learning community)
- Digital Assessments Tools
- NeoNatalie Live (optional)

# CRISP: A customized mentorship package for supporting ENC

## Available through AAP ([ENCNow@aap.org](mailto:ENCNow@aap.org))



### Introduction

- Initial meeting with mentor & training group to identify group skill level & experience, implementation plans, etc.
- Discuss structure and focus of mentor sessions



### Program Design & Planning

- Discussion of elements that should be in place before implementing a program: community collaboration; MOH commitment; availability of resources
- Importance of systems strengthening and identify/supporting local leaders and champions
- Needs assessments and workplans
- Identifying goals and ways to measure progress (M&E)



### Program Implementation

- In-depth review and feedback of completed workshop planning tool
- Development of customized project management tools
- Ongoing support as training group prepares to implement their own program



### Facilitation Skills

- Introduction to and development of key skills
- Topic examples: active learning techniques; group engagement; evaluation of learners; LDHF practice



### Data Collection

- What data to collect; How to utilize data; How to report/communicate data



### Quality Improvement

- Ways to approach the QI process
- Topic examples: PDSA cycles, forming improvement teams, identifying gaps, choosing barriers to overcome, planning and testing change, determining if changes



Dr Marzia Lazzerini  
Director,  
WHO Collaborating Centre for  
Maternal and Child Health, Trieste



Photo credit: Amy Fowler/USAID

## Questions & Answers

Please type your questions in the  
CHATBOX





## Part 2

### Panel discussion:

- Dr John Ovuoraye (Federal Ministry of Health Nigeria)
- Dr Queen Dube (Ministry of Health Malawi)
- Dr Tedbabe Degefie Hailegabriel (UNICEF)
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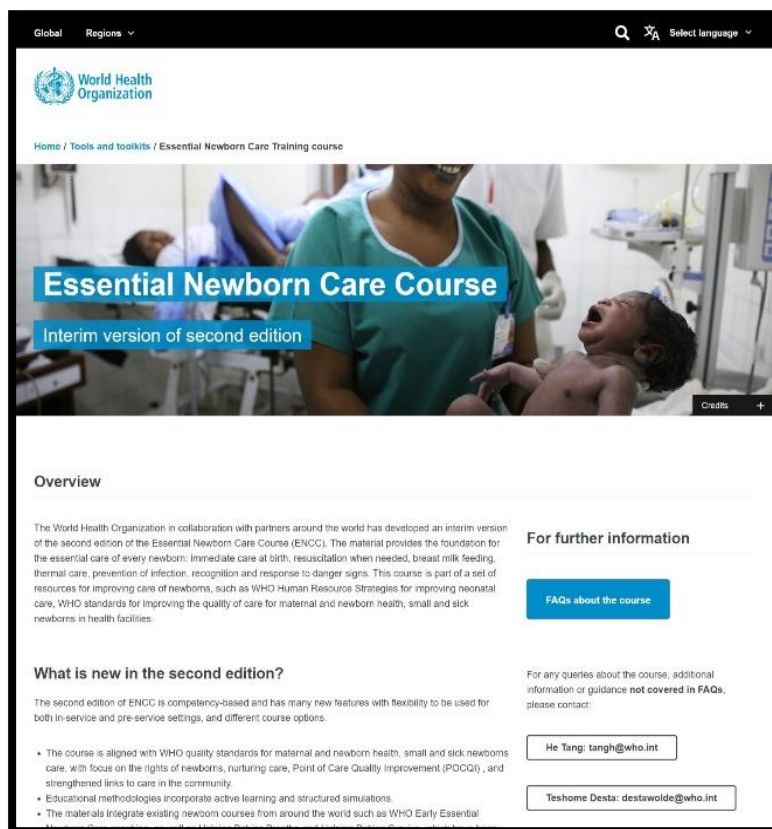
# Next Steps and Closing Remarks



1. The ENCC Interim Version Second edition can be accessed on the WHO website <https://www.who.int/tools/essential-newborn-care-training-course>
2. Register to login into the WHO website to download the interim version of ENCC materials for field testing
3. Give us your valuable feedback after using the materials at least once either using the LimeSurvey or word file.
4. We are open to receive feedback up to **30 September 2022**
5. Review and incorporate feedback and finalize the Second Edition by the end of 2022
6. ENCC Second Edition will be translated in UN languages and disseminated
7. WHO will work with partners to help countries plan, adapt and implement the course



# ACCESS THE ESSENTIAL NEWBORN CARE MATERIALS

<https://www.who.int/tools/essential-newborn-care-training-course>



Global Regions   Select language

World Health Organization

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Credits +

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### For further information

FAQs about the course

### What is new in the second edition?

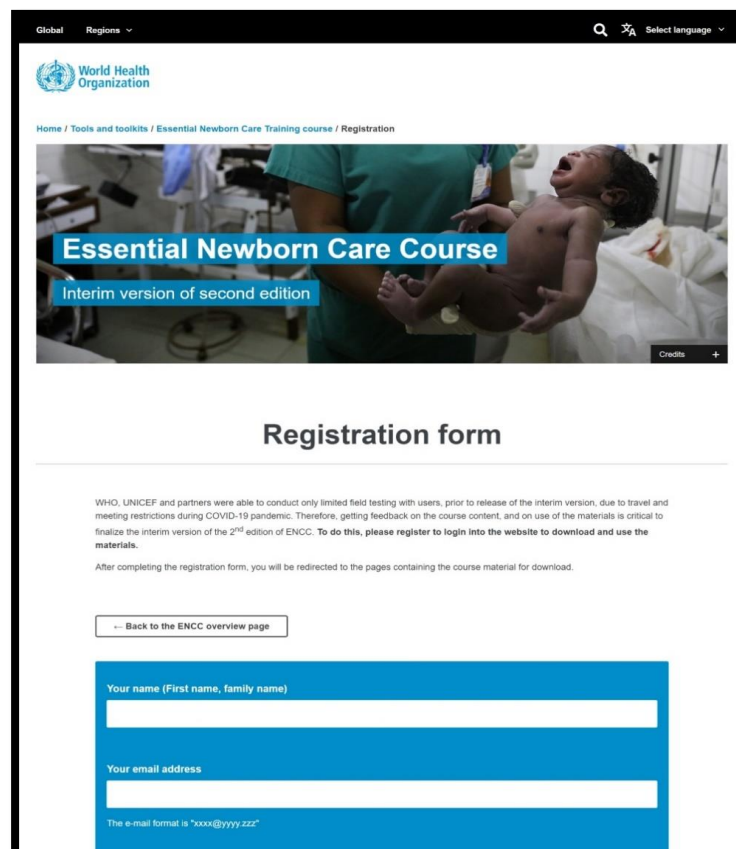
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
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- Educational methodologies incorporate active learning and structured simulations.
- The materials integrate existing newborn courses from around the world such as WHO Early Essential Newborn Care Course.

For any queries about the course, additional information or guidance **not covered in FAQs**, please contact:

He Tang: [tangh@who.int](mailto:tangh@who.int)

Teshome Desta: [destawolde@who.int](mailto:destawolde@who.int)



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## Essential Newborn Care Course

Interim version of second edition

Credits +

### Registration form

WHO, UNICEF and partners were able to conduct only limited field testing with users, prior to release of the interim version, due to travel and meeting restrictions during COVID-19 pandemic. Therefore, getting feedback on the course content, and on use of the materials is critical to finalize the interim version of the 2<sup>nd</sup> edition of ENCC. **To do this, please register to login into the website to download and use the materials.**

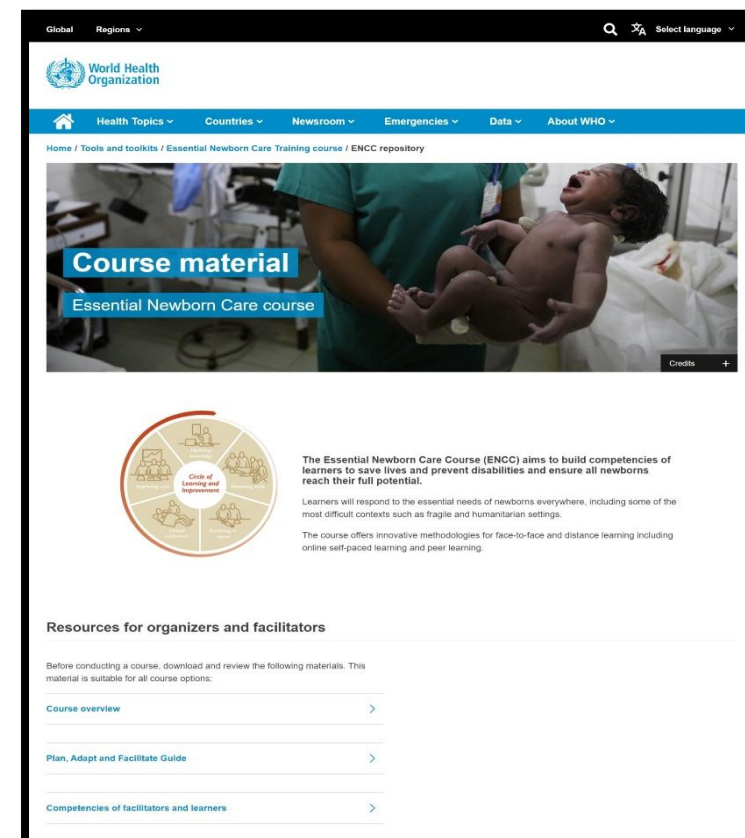
After completing the registration form, you will be redirected to the pages containing the course material for download.



[← Back to the ENCC overview page](#)

Your name (First name, family name)

Your email address

The e-mail format is "xxxx@yyyy.zzz"



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## Course material

Essential Newborn Care course

Credits +



The Essential Newborn Care Course (ENCC) aims to build competencies of learners to save lives and prevent disabilities and ensure all newborns reach their full potential.

Learners will respond to the essential needs of newborns everywhere, including some of the most difficult contexts such as fragile and humanitarian settings.

The course offers innovative methodologies for face-to-face and distance learning including online self-paced learning and peer learning.

### Resources for organizers and facilitators

Before conducting a course, download and review the following materials. This material is suitable for all course options:

- Course overview
- Plan, Adapt and Facilitate Guide
- Competencies of facilitators and learners



World Health  
Organization

**THANK YOU**

