



Focus on families and communities & Strengthen services

Strategic actions 2 and 3



NURTURING CARE
FOR EARLY CHILDHOOD DEVELOPMENT



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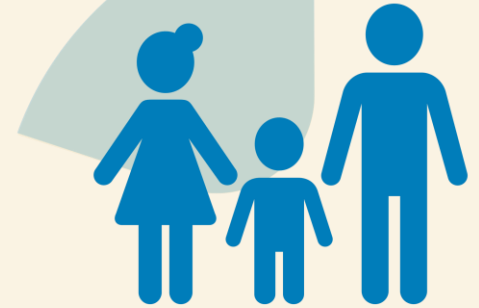
The five strategic actions

1



**LEAD
AND INVEST**

2



**FOCUS ON FAMILIES AND
THEIR COMMUNITIES**

3



**STRENGTHEN
SERVICES**

4



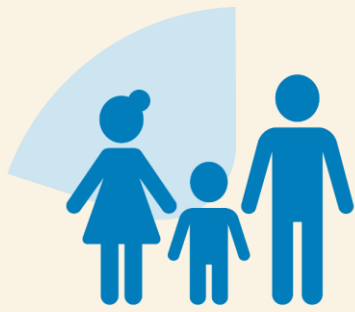
**MONITOR
PROGRESS**

5



**USE DATA AND
INNOVATE**





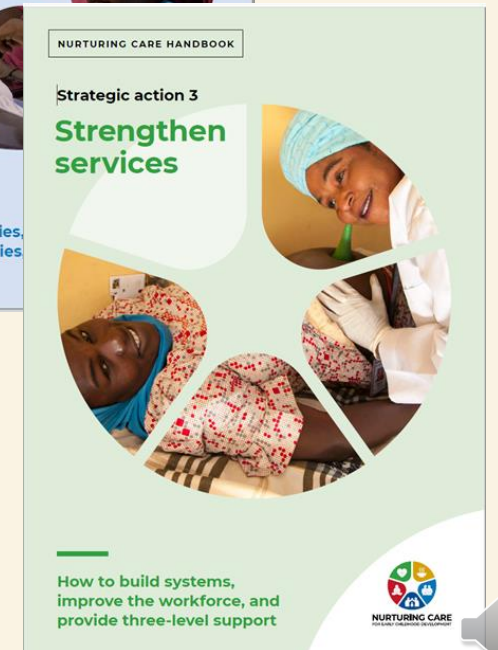
FOCUS ON FAMILIES AND
THEIR COMMUNITIES



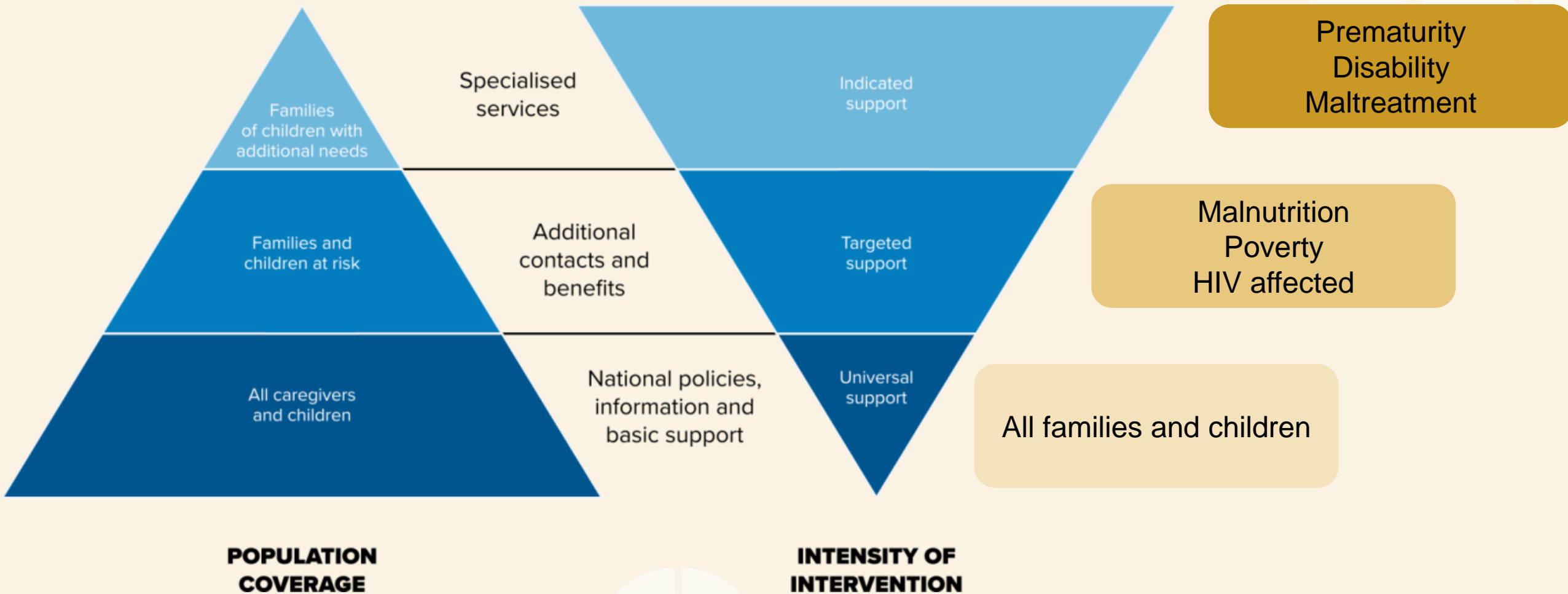
STRENGTHEN
SERVICES

Objectives

- Working with **families and communities** to improve their environment and behaviours in ways that support nurturing care
- Improving services for young children and their families, with **health and nutrition services** playing a pivotal role
- Making sure that all caregivers and young children receive some support for nurturing care, and that those with additional needs get extra support



Build a three-tiered system



Strengthening services

Remember

Many health and nutrition services are essential for nurturing care, starting from pregnancy

Strengthen

Access, quality, utilization and coverage of services is often not optimal and need to be strengthened for greater impact and equity

Add

Support for responsive caregiving, early learning activities, and safety and security is often missing in services and need to be added

All families and children need some support, but some families and children need all the support they can get.



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Existing opportunities to support nurturing care

**Neonatal
intensive care**

**Well-baby clinic
Immunization**

**Paediatric
inpatient care**

**Postnatal
consultation**

**Sick child
consultation**

**Maternity
care**

**Care for chronic
illness**

**Antenatal
consultation**



**Nutrition
rehabilitation**

Waiting rooms: audio-visual materials, health talks, toys

Mother groups, home visits in the community

The five nurturing care components

1



GOOD
HEALTH

2



ADEQUATE
NUTRITION

3



SAFETY AND
SECURITY

4



OPPORTUNITIES FOR
EARLY LEARNING

5



RESPONSIVE
CAREGIVING





Opportunities for early learning

Early learning includes providing children with opportunities to :

- *Use* their bodies
- *Interact* with objects and people
- *Explore* their surroundings
- *Activate* their senses
- *Hear* and *use* language

Everyday routines and household objects are all you need!



- ✓ Smiling and eye contact
- ✓ Talking and singing
- ✓ Reading and telling stories
- ✓ Modelling and imitation
- ✓ Simple games like “wave bye bye”, or “peek a boo”





Responsive caregiving

Responsive caregiving includes *observing* and *responding* to children's movements, sounds, gestures and verbal requests

- *Reading* the child's cues
- *Interpreting* what the child needs or wants
- *Responding* appropriately, consistently, affectionately and predictably



is the basis for:

- recognizing and responding to illness
- responsive feeding
- protecting children against injury and the negative effects of adversity
- building trust and social relationships
- helps bonding, security and emotional wellbeing
- learning and wellbeing (relationships are the foundation)





Recommendations for Care for Child Development



**NEWBORN,
BIRTH UP TO 1 WEEK**

**1 WEEK UP
TO 6 MONTHS**

**6 MONTHS
UP TO 9 MONTHS**

**9 MONTHS
UP TO 12 MONTHS**

**12 MONTHS
UP TO 2 YEARS**

**2 YEARS
AND OLDER**

**Your baby learns
from birth**



PLAY Provide ways for your baby to see, hear, move arms and legs freely, and touch you. Gently soothe, stroke and hold your child. Skin to skin is good.



COMMUNICATE

Look into baby's eyes and talk to your baby. When you are breastfeeding is a good time. Even a newborn baby sees your face and hears your voice.



PLAY Provide ways for your child to see, hear, feel, move freely, and touch you. Slowly move colourful things for your child to see and reach for. *Sample toys: shaker rattle, big ring on a string.*



COMMUNICATE

Smile and laugh with your child. Talk to your child. Get a conversation going by copying your child's sounds or gestures.



PLAY Give your child clean, safe household things to handle, bang, and drop. *Sample toys: containers with lids, metal pot and spoon.*



COMMUNICATE

Respond to your child's sounds and interests. Call the child's name, and see your child respond.



PLAY Hide a child's favourite toy under a cloth or box. See if the child can find it. Play peek-a-boo.



COMMUNICATE

Tell your child the names of things and people. Show your child how to say things with hands, like "bye bye". *Sample toy: doll with face.*



PLAY Give your child things to stack up, and to put into containers and take out. *Sample toys: Nesting and stacking objects, container and clothes clips.*



COMMUNICATE

Ask your child simple questions. Respond to your child's attempts to talk. Show and talk about nature, pictures and things.



PLAY Help your child count, name and compare things. Make simple toys for your child. *Sample toys: Objects of different colours and shapes to sort, stick or chalk board, puzzle.*



COMMUNICATE

Encourage your child to talk and answer your child's questions. Teach your child stories, songs and games. Talk about pictures or books. *Sample toy: book with pictures*

- Give your child affection and show your love
- Be aware of your child's interests and respond to them
- Praise your child for trying to learn new skills



PRACTICE GUIDE (FORTHCOMING)

- For programme planners, managers and service providers
- Builds on and complements existing training packages
- Enhances existing health and nutrition services
- Content includes
 - Guidance for managers on how to organize spaces and build capacity of service providers
 - Examples of how to enhance attention to responsive caregiving, opportunities for early learning, safety and security and support for caregivers within existing health and nutrition services serving families with young children



Make **antenatal visits** more nurturing



FOR RESPONSIVE CARE:

Be aware of child's signals.

Respond appropriately / timely.

Ask: Does your baby move and kick? How do you respond? How does the unborn baby respond to you when you touch it? Has the baby's father felt the baby move?

Discuss with the mother/ father during an ultrasound test: What do you see? How does the baby respond to your movements and touch? How do you know your baby hears you?

Poster: Communicate early and often, before your baby is born to build a warm and loving relationship.



FOR EARLY LEARNING:

Talk with your child, starting before birth.

Ask: How do you talk with your baby?

Ask: Does the father also talk with the baby? At birth, the baby will recognize your voices.

Poster: Learning starts before birth. Talking and singing helps a baby learn, be happy and thrive.



Make **antenatal visits** more nurturing



FOR SAFETY AND SECURITY:

Make a safe home environment.

Discuss: How can you prepare your home to be safe for the new baby?

Discuss: How will you get clean water for washing your hands and bathing your baby? Do you have soap for washing your hands? When should you wash your hands (often: before touching the baby, after toileting, before preparing and eating food)?

Poster: Make your home safe for your new baby.

FOR SUPPORTS TO CAREGIVERS:

Identify your feelings about having a baby—joys and concerns.

Discuss your concerns and the help you will need from your family.

Maintain daily relaxing routines.

Ask: How do you feel about having this baby? What concerns do you have?

Discuss: What help do you need, for example, to lighten household chores? Care for others in the family? Have enough sleep?

Ask: What food do you and your unborn baby need as it is developing in the womb? What food is available in your household?

Ask: What do you do that helps you rest and relax, for example, have a cup of tea? Talk with a friend? Take a walk?

Poster: Its normal to feel sad, stressed or overwhelmed. Talk to people you trust and share your feelings.



Strengthening the workforce and building systems

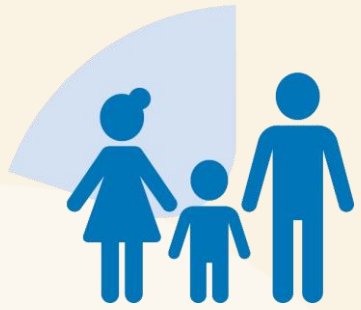
WORK FORCE

- Assess work force policies and practices
- Develop standards of good practice
- Build competencies in in-service training
- Improve pre-service training
- Provide mentorship and supervision
- Invest in midwives, nurses, social workers
- Prepare specialists selectively

SYSTEMS

- Start small, monitor, learn and adapt
- Make changes in organization of services
- Allow enough time for consultation
- Implement interventions with intensity
- Adopt child and family-centred inpatient care
- Facilitate team building between disciplines
- Ensure a continuum of care between levels
- Include NC interventions in benefit packages





Working with families and communities

Community engagement

Listen to families, involve them in decision-making, and mobilize the resources to support them.

Community accountability

Encourage communities to demand good-quality care, by increasing their awareness and using their voices.

Using the media to communicate

Use the media to reach the whole population, creating demand for services by communicating consistent messages.



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Ask:

what makes a village, town, or district a healthy and happy place to raise a young child?

Old thinking	New thinking
Parent focus or child focus	Child and family wellbeing
Maternal involvement	Family engagement
Information	Holistic social and economic support
Isolated programmes	Connected services
Separate sectors	Multisectoral collaboration
Single programme impact	Collective impact



Community engagement and accountability

COMMONLY OBSERVED CONSTRAINTS

- Communities are passive recipients rather than active participants
- Community strengths and values are not considered
- Community leaders are not empowered
- Most vulnerable children are not reached
- Poor linkage of community interventions with health and other services
- Lack of mobilization of local resources

STEPS THAT HAVE SHOWN TO BE EFFECTIVE

- Engage local authorities, equip them to lead
- Take a strength-based approach
- Involve the community – including men
- Map the community assets together
- Develop common goals and a plan
- Build local capacities
- Reach the most vulnerable families
- Collect data regularly and report on progress
- Make adaptations to overcome barriers
- Celebrate achievements





Some good practices

Community engagement and accountability; Using media to communicate

- Assess, invest in, and build on assets in the communities
- Mitigate harmful beliefs and practices
- Engage community members in the design and testing of intervention packages
- Use a mix of approaches, such as home visits, group sessions, community theatre, and mass media to reach everyone, including the most vulnerable
- Foster collaboration between all community level actors interacting with families



Signs of progress



- ✓ Attention to nurturing care and caregiver wellbeing is **embedded in routine services**, beginning in pregnancy
- ✓ **Services are available for every child** including vulnerable populations and families and children with additional needs
- ✓ **Pre- and in-service training curricula**, materials and job aids have been updated
- ✓ There is a pool of **master trainers and facilitators**
- ✓ There are **policies** that protect and support the workforce
- ✓ **Community members** are actively involved in planning, implementation and monitoring
- ✓ **Multimedia communication and campaigns** are underway

Thank you

For more information:

nurturing-care.org
ecd-an.org

Join the conversation:

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