

# Redesigning Child and Adolescent Programming for Health and Wellbeing

Building Health throughout the Life Course Webinar, PAHO

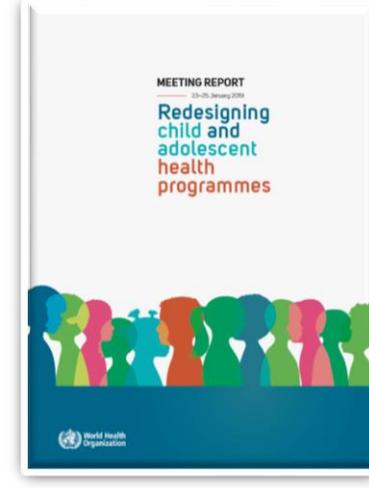
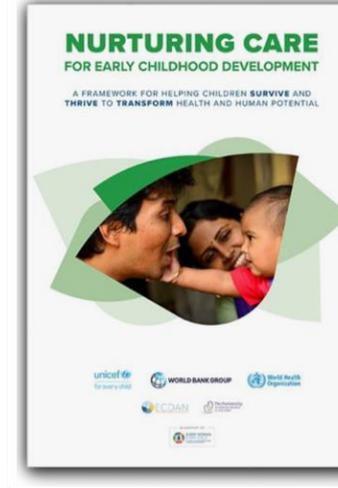
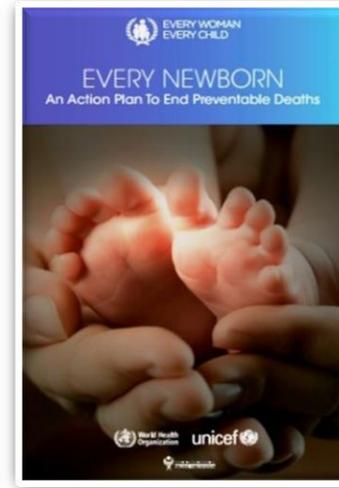
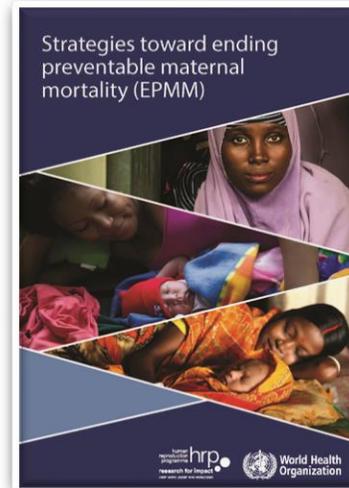
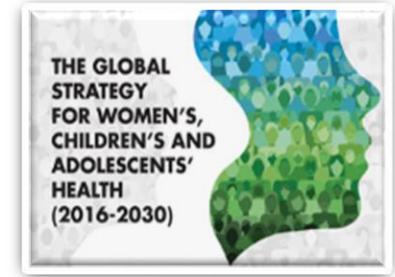
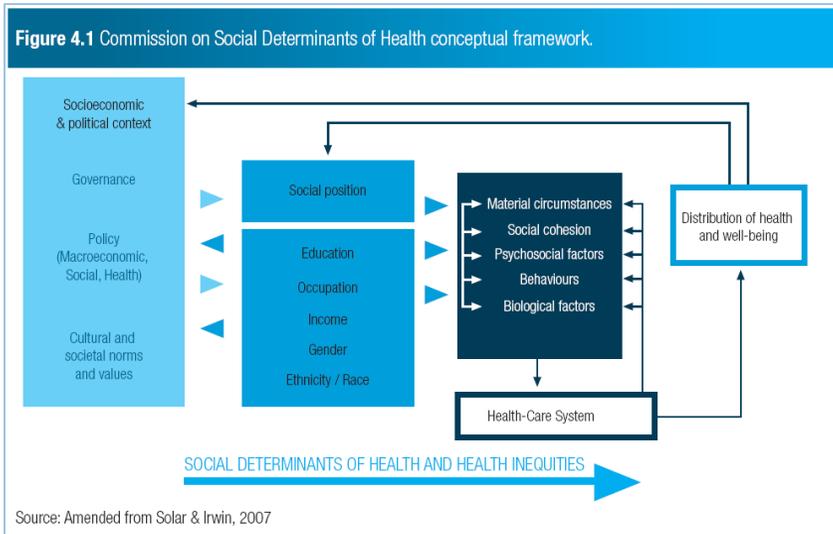
15<sup>th</sup> June 2021



**Dr Wilson Were**  
**Medical Officer, Child Health Services**



# Redefining the global agenda for women, children and adolescent health and well-being



## A future for the world's children? A WHO-UNICEF-Lancet Commission

*Helen Clark\*, Awa Marie Coll-Seck\*, Anshu Banerjee, Stefan Peterson, Sarah L Dalglish, Shanthi Ameratunga, Dina Balabanova, Maharaj Kishan Bhan†, Zulfiqar A Bhutta, John Borrazzo, Mariam Claeson, Tanya Doherty, Fadi El-Jardali, Asha S George, Angela Gichaga, Lu Gram, David B Hipgrave, Aku Kwamie, Qingyue Meng, Raúl Mercer, Sunita Narain, Jesca Nsungwa-Sabiiti, Adesola O Olumide, David Osrin, Timothy Powell-Jackson, Kumanan Rasanathan, Imran Rasul, Papaarangi Reid, Jennifer Requejo, Sarah S Rohde, Nigel Rollins, Magali Romedenne, Harshpal Singh Sachdev, Rana Saleh, Yusra R Shawar, Jeremy Shiffman, Jonathon Simon, Peter D Sly, Karin Stenberg, Mark Tomlinson, Rajani R Ved, Anthony Costello*

# Global Strategy for Women's Children's and Adolescent Health

## Objectives:

### 1. SURVIVE

End preventable deaths



### 3. TRANSFORM

Expand enabling environments



### 2. THRIVE

Ensure health and well-being



# Towards a new agenda of child and adolescent health and wellbeing



## Global review

- Mortality reduction (1990 – 2019) has not been matched with non-fatal disease reduction
- Causes of mortality and morbidity are shifting and there are priorities such as noncommunicable diseases
- Social determinants are as important as biological factors for health and wellbeing
- There is need for a continuum of care to buffer adversities and build resilience

<https://www.bmj.com/child-health-redesign>

## Implications

Survival to Survive, Thrive and Transform

Preconception through first 2 decades of life

Services to ecological approach

Health sector to multisectoral actions

Skills building to system strengthening

WORKING DOCUMENT

## Investing in our future: A comprehensive agenda for the health and well-being of children and adolescents

November 2020



# Goal



To ensure that every child and adolescent 0-19-years old is optimally healthy;



is being raised in a safe and secure environment;



appropriately prepared physically, mentally, socially and emotionally;



to accomplish age-appropriate developmental tasks and contribute socially and economically to their society.

# Strategic shifts in child and adolescent programming

MEETING REPORT  
23–25 January 2019

## Redesigning child and adolescent health programmes



### Extend

extend the predominant focus of programmes from survival of children under 5 years to health, nutrition and psychosocial support in the first two decades of life;

### Refocus

refocus the agenda to address high mortality in specific age groups and vulnerable populations, with greater emphasis on quality, coverage and equity;

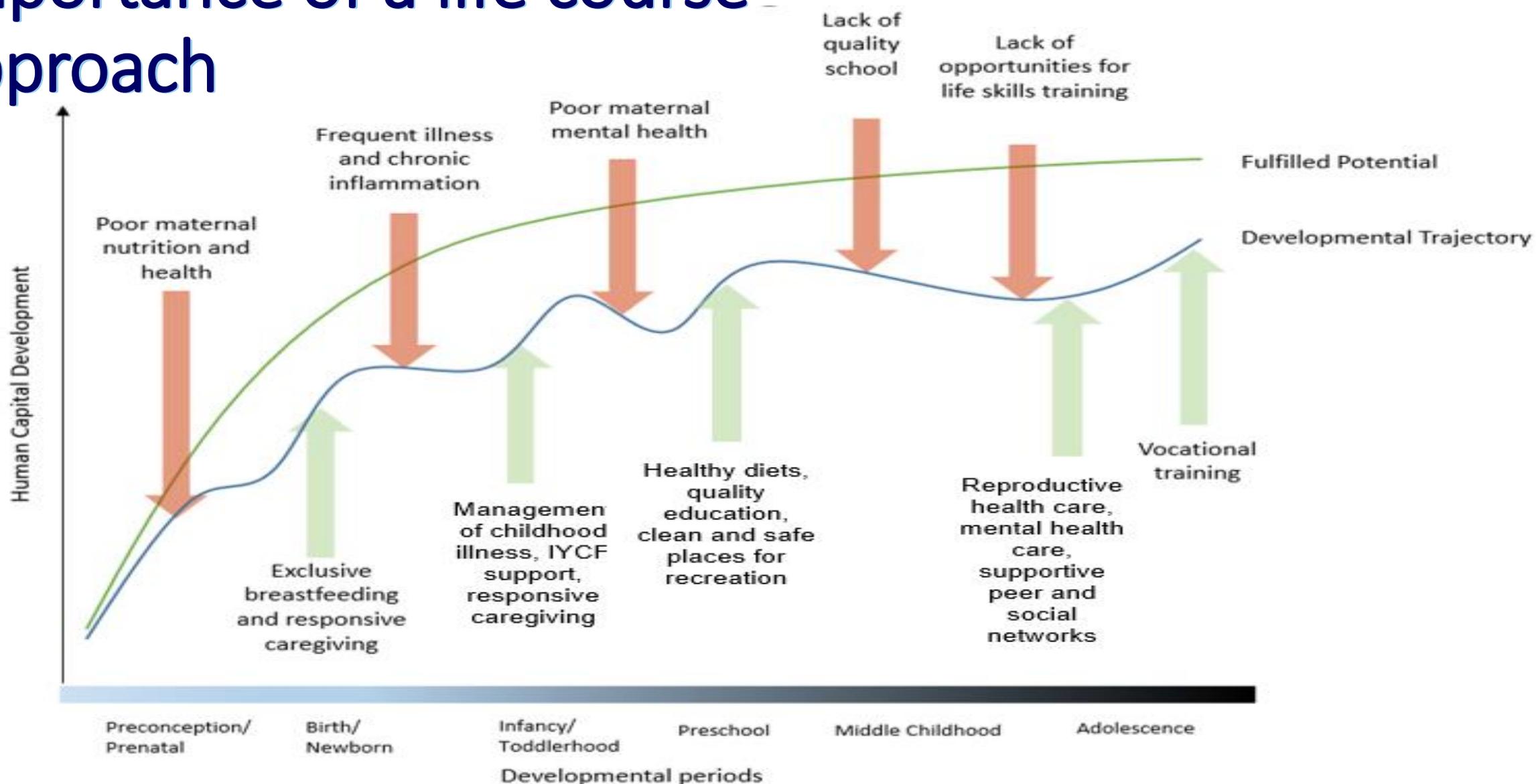
### Build

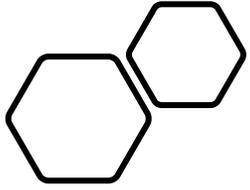
build children's and adolescents resilience through promoting health and well-being as well as addressing high morbidity along the life-course; and

### Ensure

ensure equity and universal delivery of comprehensive family-, child and adolescent-centred care and services in all health and across health-related sectors.

# Importance of a life course approach





# Domain elements for health and wellbeing



Good health



Adequate  
nutrition



Responsive  
relationships and  
connectedness



Security, safety and  
supportive, clean  
environment



Opportunities for  
learning and  
education

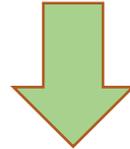
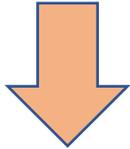


Realization of  
personal autonomy  
and resilience

# UNIVERSAL INTERVENTIONS



- Promotion of health
- Prevention of illness and injuries
- Reduction of risk factors for physical and mental ill health
- Early detection of conditions requiring additional care



## SITUATIONAL INTERVENTIONS



### MANAGEMENT OF ILLNESS

- Prompt recognition and effective management of acute illness
- Prevention of further illness
- Mitigation of chronic diseases
- Counseling and supportive care

### REHABILITATION

- Quality of life improvement
- Optimization of function
- Prevention of complications

### SOCIAL PROTECTION

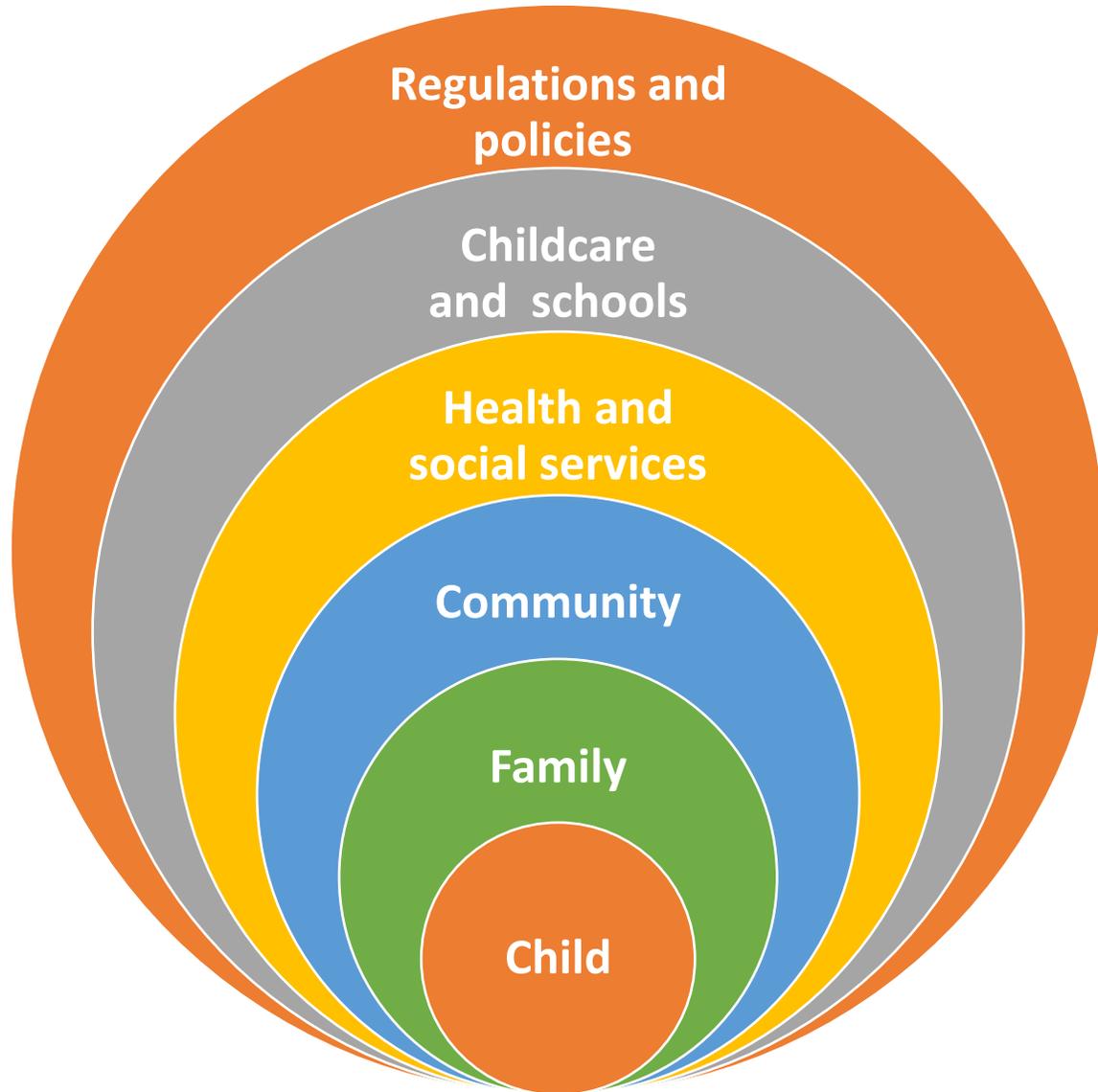
- Social support and care
- Protection of vulnerable children, families and communities
- Building family and community resilience

Building resilience



<b>Examples:</b>	Preconception	Pregnancy & childbirth	Neonatal	1 to 11 months	12 to 35 months	3 to 5 years	5 to 9 years	10-14 years	15 to 19 years
<b>Good health</b>	STIs free Reduction in smoking, substance use	Quality ANC + PNC KMC Maternal health including mental health	Immunization Management of illness Vision and hearing screening Care for disabilities	Immunizations Management of illness Vision & hearing screening Injury prevention	HIV-free, Sexual and reproductive health care Good mental health Physical exercise				
<b>Adequate nutrition</b>	Healthy diets Micronutrients	Exclusive breastfeeding	Exclusive breastfeeding Complementary feeding Micronutrients	Healthy diet & nutrition micronutrients	Healthy diets, Prevention of anemia, overweight and obesity				
<b>Responsive relationships and connectedness</b>	Supportive partner and family relationships	Responsive caregiving Parenting support	Play and communication Developmental monitoring	Prevention and early recognition of mental health problems	Parental control, peers and networks				
<b>Security, safety and supportive environment</b>	Safe housing, WASH and clean environment Violence reduction	Clean cookstove Smoke free home	Protection from environmental hazards	Protection from harsh punishment, bullying Safe and clean places for play and recreation	Health-promoting schools On-line safety Road safety Physical activity				
<b>Opportunities for learning and education</b>	Health literacy	Holding, singing, talking, copying the child	Detection of developmental difficulties	Early learning activities Care for developmental difficulties Preschool education Universal schooling	Literacy, numeracy, life skills. Transition from education to decent jobs				
<b>Realization of personal autonomy and resilience</b>	Family planning STI prevention	supportive environment for women/mother	Birth spacing	Self esteem, incremental independent decision-making	Self-esteem, resist peer pressure, agency to realize personal goals				

# Ecological, family-centered approach for action



- Determinants of health and wellbeing of children and adolescents are embedded in family, peer, community and their environment.
- Ecological approach to both population- and individual-level determinants will also require supportive laws, policies and regulations

# Intersectoral collaboration

1. **Health**
2. **Education**
3. **Child and social protection**
4. Food and agriculture
5. Water and sanitation
6. Environment
7. Housing and urban planning
8. Roads and transport
9. Law and criminal justice
10. Energy
11. Telecommunications
12. Gender and women

# Programmatic requirements and infrastructure

- Advocacy and enabling policy environment
- Leadership and governance
- Financing and partnerships
- Human resource (providers across sectors)
- Service delivery packages and care pathways
- Supportive tools, equipment and supplies
- Information and record systems
- Individual, facility and community support and structures



	1 WEEK UP TO 4 MONTHS	4 MONTHS UP TO 9 MONTHS	9 MONTHS UP TO 12 MONTHS	12 MONTHS UP TO 2 YEARS	2 YEARS AND OLDER
<b>PLAY</b>	Provide ways for your child to see, hear, feel, move freely, and touch you. Show many colourful things for your child to use and reach for. Sample from: plastic bottle, big ring on a string.	Give your child clean, safe household things to handle, bang, and drop. Sample from: containers with lids, metal pot and spoon.	Hide a child's favourite toy under a cloth or box. See if the child can find it. Play peek-a-boo.	Give your child things to stack up, and build into towers and walls. Sample from: nesting and stacking blocks, containers and clothespins.	Help your child count, name and compare things. Make simple toys for your child. Sample from: children of different colors and shapes to sort, stick, chalk board, pencil.
<b>TEACH</b>	When you're in a good humour, use words and gestures.	Smile and laugh with your child. Talk to your child. Get a conversation going by copying your child's sounds or gestures.	Respond to your child's sounds and interests. Call the child's name, and use your child's name.	Ask your child simple questions. Respond to your child's attempts to talk. Show and talk about nature, pictures and things.	Encourage your child to talk and answer your questions. Teach your child names, songs and games. Talk about pictures on books. Sample from: the wall calendar.

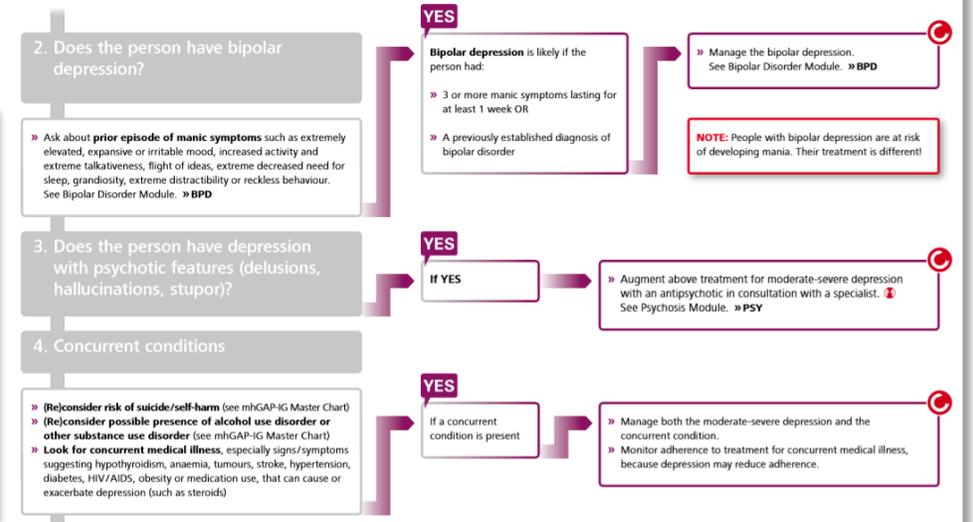
Id affection and show your love • Be aware of your child's interests and respond to them • Praise your child for trying to learn new



## Depression

### Assessment and Management Guide

DEP1





**Thank You**