Programming for health and wellbeing of children and adolescents

2nd STAGE Meeting, 2-4th November 2020
Defining the global agenda for child and adolescent health and well-being

Figure 4.1 Commission on Social Determinants of Health conceptual framework.

Source: Amended from Solar & Irwin, 2007

Convention on the Rights of the Child
Towards a new agenda of child and adolescent health and wellbeing

<table>
<thead>
<tr>
<th>Global review</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mortality reduction (1990 – 2019) has not been matched with non-fatal disease reduction</td>
</tr>
<tr>
<td>• Causes of mortality and morbidity are shifting and there are priorities such as noncommunicable diseases</td>
</tr>
<tr>
<td>• Social determinants are as important as biological factors for health and wellbeing</td>
</tr>
<tr>
<td>• There is need for a continuum of care to buffer adversities and build resilience</td>
</tr>
<tr>
<td>• IMCI strategy alone is no longer sufficient to respond to current needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implications (2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Survival to Survive, Thrive and Transform</td>
</tr>
<tr>
<td>• Preconception through first 2 decades of life</td>
</tr>
<tr>
<td>• Services to ecological approach</td>
</tr>
<tr>
<td>• Health sector to multisectoral actions</td>
</tr>
<tr>
<td>• Skills building to system strengthening</td>
</tr>
</tbody>
</table>
### Strategic shifts in child and adolescent programming

| **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, with greater emphasis on quality, coverage and equity for vulnerable populations; |
| **Build** | build children’s resilience through nurturing care, early learning and promoting health and well-being while addressing high morbidity along the life-course; and |
| **Ensure** | ensure delivery of comprehensive family-, child and adolescent-centred care and services in all health programmes and across health-related sectors. |
Importance of a life course approach

- Preconception/Prenatal
- Birth/Neonatal
- Infancy/Toddlerhood
- Preschool
- Middle Childhood
- Adolescence

Developmental periods:
- 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

Factors:
- Poor maternal nutrition and health
- Poor maternal mental health
- Frequent illness and chronic inflammation
- Reproductive health care, mental health care, supportive peer and social networks
- Healthy diets, quality education, clean and safe places for recreation
- Exclusive breastfeeding and responsive caregiving
- Management of childhood illness, IYCF support, responsive caregiving
- Lack of quality school
- Lack of opportunities for life skills training
- Fulfilled Potential
- Developmental Trajectory

Human Capital Development

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

**Examples:**

- STIs free
- Reduction in smoking, substance use
- Quality ANC + PNC
- KMC Maternal health including mental health
- Immunization
- Vision and hearing screening
- Care for disabilities
- Immunizations, IMCI
- Vision & hearing screening
- Injury prevention
- HIV-free, Sexual and reproductive health care
- Good mental health
- Healthy diets
- Micronutrients
- Exclusive breastfeeding
- Complementary feeding
- Micronutrients
- Healthy diet & nutrition micronutrients
- Prevention of anemia, overweight and obesity
- Parental control, peers and networks
- Parental and environment
- On-line safety
- Road safety
- Physical activity
- Literacy, numeracy, life skills
- Transition from education to decent jobs
- Self-esteem, resist peer pressure, agency to realize personal goals
Interventions, services and policies

UNIVERSAL + ADDITIONAL/SITUATIONAL
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
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
Service delivery platforms

- Primary health care services + outreach
- Childcare centres and schools
- Home and community platforms
- Child and social protection services
Programmatic approach: Mainstreaming into existing services and platforms

<table>
<thead>
<tr>
<th>Facility</th>
<th>Community</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maternal and newborn services (ANC, IPC &amp; PNC)</td>
<td>• Home visits</td>
<td>• Health promoting schools</td>
</tr>
<tr>
<td>• Immunization services</td>
<td>• Treatment visits e.g. iCCM</td>
<td></td>
</tr>
<tr>
<td>• Sick childcare services (initial and follow-up visits)</td>
<td>• Women’s groups</td>
<td>• School health services</td>
</tr>
<tr>
<td>• Scheduled health checks and support visits</td>
<td>• Child clubs</td>
<td></td>
</tr>
<tr>
<td>• Facility outreach services</td>
<td>• Youth centers</td>
<td></td>
</tr>
</tbody>
</table>
Need for additional contacts and delivery platforms

<table>
<thead>
<tr>
<th>Contacts</th>
<th>Preconception</th>
<th>Pregnancy &amp; childbirth</th>
<th>Newborn</th>
<th>1 to 11 months</th>
<th>12 to 35 months</th>
<th>3 to 5 years</th>
<th>5 to 9 years</th>
<th>10-14 years</th>
<th>15 to 19 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended based on current guidelines</td>
<td>8</td>
<td>1</td>
<td>3 - 5</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Additional contacts required to monitor, support and intervene when needed

VISION, HEARING & DENTAL CHECKS
DEVELOPMENTAL MONITORING
GROWTH MONITORING AND COUNSELLING
COMMUNITY NUTRITION & SOCIAL SURVEILLANCE
PRESCHOOL HEALTH CHECKS
SCHOOL ENTRY CHECKS
Other programmatic and infrastructure requirements

- A team approach with different roles and responsibilities of skilled providers (health, education, others)
  - Routine and specialist providers

- Service delivery supportive tools and equipment

- Record keeping and data systems
  - Home based records
  - Maternal/child records

- Information for parents and support for caregiver mental health
Work already in progress

- Finalization of the vision and stakeholder consultations (regional, global and online) on the vision document
- Evidence synthesis for health and wellbeing programming
  - monitoring healthy growth and development
  - programmatic approach to delivering health and wellbeing services
  - interventions, delivery strategies and platforms for the 5-9 years age group
- Health Promoting schools
  - school health services guidelines
  - health promoting schools standards
  - implementation guidance
- Early childhood development
  - Nurturing Care Handbook for planning
  - Nurturing Care Practice Guide for strengthening services
  - Indicator catalogue for programme monitoring
  - Learning platforms and information exchange [www.nurturing-care.org](http://www.nurturing-care.org)
- Home based records
Questions for STAGE members

1. Any general comments from STAGE members. Are we going in the right direction? Is the approach strategic and well conceived?

2. Is it clear how the six domains provide an anchor for identifying interventions? Is this unified set across the age groups helpful?

3. What should be the criteria for prioritizing and selecting universal interventions to be promoted in ALL countries?

4. Do STAGE members anticipate any specific challenges arising out of the healthy and wellbeing programming that would benefit from better understanding?

5. To support programme implementation, do STAGE members anticipate any policy questions or concerns that need to be addressed?