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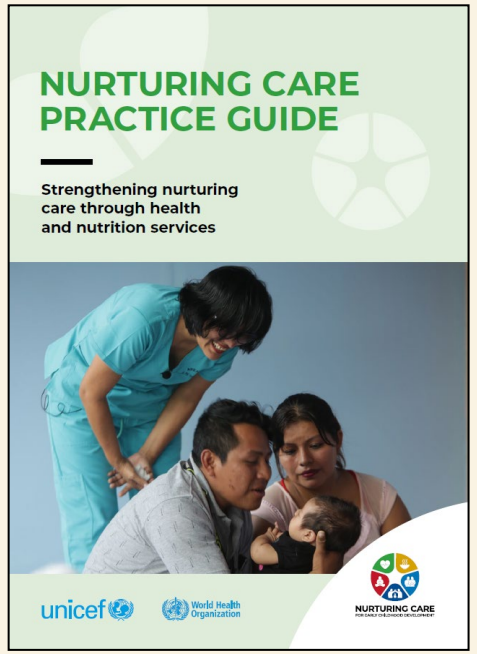
LANZAMIENTO MUNDIAL DEL MANUAL DE CUIDADOS Y GUÍA DE PRÁCTICAS DEL CUIDADOS

MARTES 28 DE MARZO DE 2023

#NurturingCare **@NurturingCare**



Quality, Equity, Dignity
A Network for Improving Quality of Care for Maternal, Newborn and Child Health

CHILD HEALTH TASK FORCE

ECDAN
Early Childhood Development Action Network

Lanzamiento mundial

Manual de cuidados y guía de prácticas del cuidados

NURTURING CARE
FOR EARLY CHILDHOOD DEVELOPMENT

- Bienvenido
- Introducción al manual y la guía de prácticas
- Reflexiones e ideas
- Preguntas y respuestas
- Recursos y eventos relevantes adicionales
- Comentarios de cierre

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Bienvenido

Bienvenida y objetivos

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Guía de prácticas del cuidados

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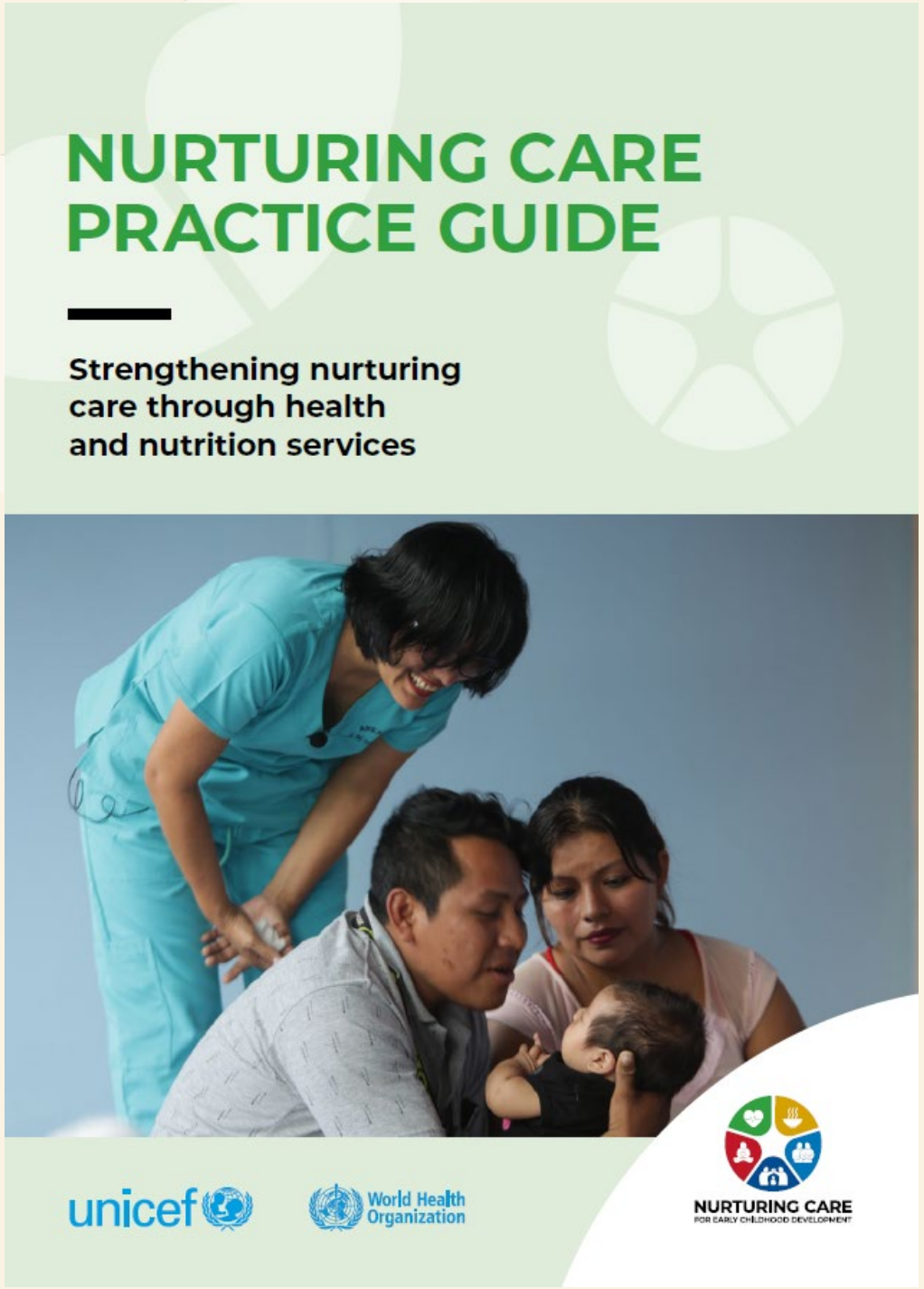


Oportunidades para adaptar los servicios de salud y nutrición para las mujeres embarazadas y los niños para respaldar los cuidados cariñoso y sensible

https://nurturing-care.org/practiceguide/

El papel de los servicios de salud y nutrición en el fortalecimiento de loscuidados

- Los padres y otros cuidadores son los principales responsables del cuidado y apoyo de sus hijos.
- Todos los cuidadores requieren algún tipo de apoyo para proporcionar cuidados
- Algunos cuidadores pueden tener capacidad limitada o deteriorada
  - Madres y padres primerizos/adolescentes, conflicto dentro del hogar, pobreza

Oportunidad

Los cuidadores y los niños tienen una interacción regular con los proveedores de servicios de salud y nutrición, desde el embarazo hasta la primera infancia.

Clínica de cuidados neonatales

Consulta postnatal

Cuidados de maternidad

Consulta prenatal

Cuidado intensivo neonatal

Atención pediátrica hospitalaria

Consulta de niño enfermo

Atención de enfermedades crónicas

Rehabilitación nutricional

Salas de espera

Grupos de madres, servicios basados en la comunidad, visitas domiciliarias

Fortalecimiento de los servicios

Fortalecer

El acceso, la calidad, la utilización y la cobertura de los servicios a menudo no son óptimos y deben fortalecerse para lograr un mayor impacto y equidad.

Agregar

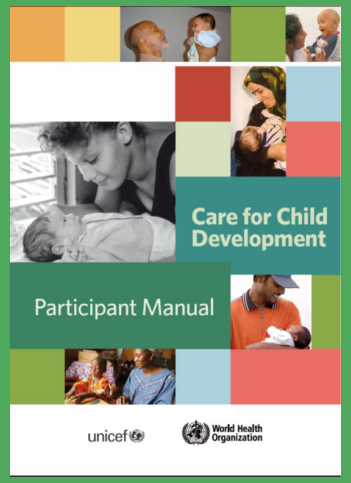
El apoyo a los cuidados sensibles, el aprendizaje temprano, la seguridad y la protección, pero también el apoyo al bienestar del cuidador a menudo falta en los servicios.

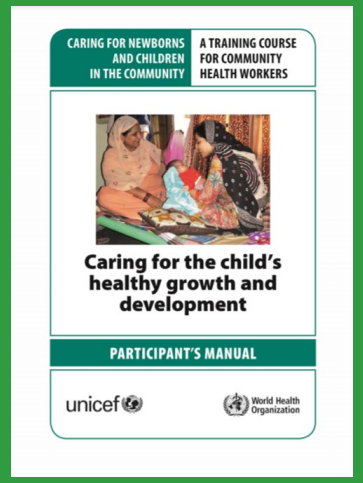
Guía de prácticas

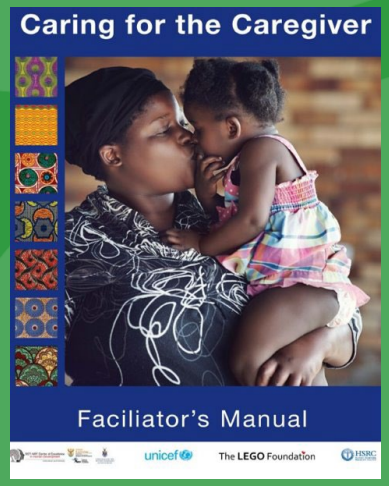
Crédito de la foto: Banco Mundial/Mecanismo de Financiamiento Mundial

Herramientas

https://nurturing-care.org/tag/training-materials







¡Y mucho más!

- Póngase en contacto y obtenga información
- Crianza para la salud de por vida – hojas de consejos,
- Videos

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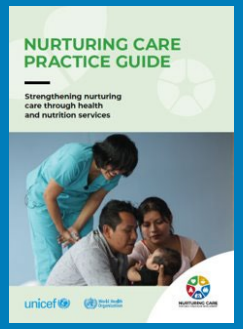


GUÍA DE PRÁCTICAS DEL CUIDADOS

- Está dirigida **a proveedores y administradores** de servicios de salud y nutrición
- Se centra en **tres de los cinco** componentes interrelacionados del cuidado cariñoso y sensible, así como en el bienestar del cuidador.
- Se centra en el **apoyo y los servicios universales** que deben ser accesibles para todos los niños, al tiempo que enfatiza la necesidad de un apoyo específico o indicado para algunos niños y sus familias.
- Presenta consideraciones para **atender a todos los niños y sus cuidadores**, incluidos aquellos con enfermedades crónicas, retrasos en el desarrollo y discapacidades.
- Es relevante para **entornos humanitarios y de emergencia.**

Parte 1—Cuidado integral: Otra mirada

Razones para fortalecer el apoyo al cuidado sensible, el aprendizaje temprano, la seguridad y la protección y el bienestar del cuidador en los servicios de salud y nutrición

Parte 2—Preparación de servicios de salud y nutrición

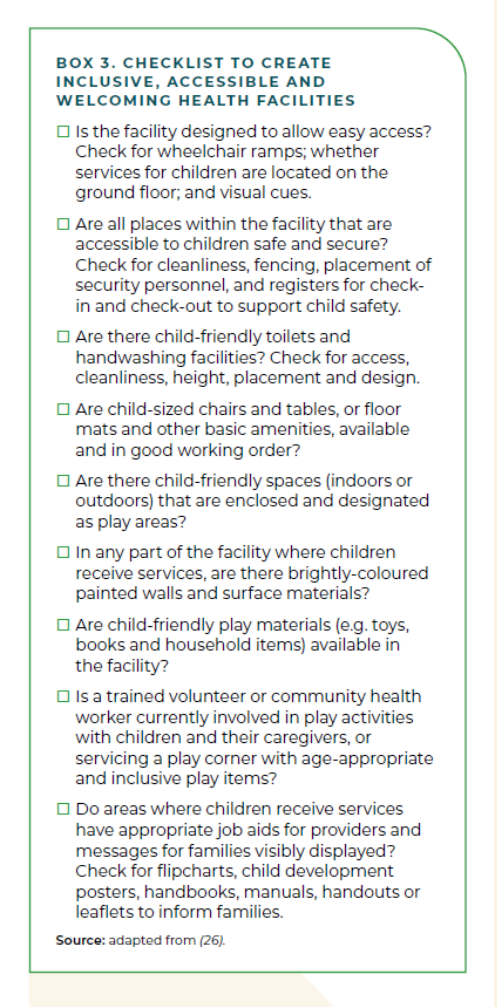
Función de los administradores para reducir barreras, desarrollar habilidades de los proveedores, identificar recursos de apoyo adicional

Parte 3—Apoyar a las familias en los servicios existentes

Ejemplos prácticos de lo que los proveedores pueden hacer en los servicios existentes en todas las etapas de la vida

2 Permitir que los servicios de salud y nutrición apoyen el cuidado integral: ¿Qué pueden hacer los administradores?

1. **Hacer que las instalaciones sean accesibles y acogedoras para todos los niños.**
2. **Fortalecer los servicios para apoyar el cuidado.**
   - Protocolos de gestión integrados
   - Listas de control de supervisión
3. **Desarrollar la capacidad de los proveedores de servicios.**
   - Habilidades de comunicación interpersonal
   - Habilidades para apoyar las prácticas del cuidador
4. **Adaptarse a las crisis humanitarias y sanitarias.**
5. **Identificar necesidades y promover los servicios especializados.**



BOX 3. CHECKLIST TO CREATE INCLUSIVE, ACCESSIBLE AND WELCOMING HEALTH FACILITIES

- ☐ Is the facility designed to allow easy access? Check for wheelchair ramps; whether services for children are located on the ground floor; and visual cues.
- ☐ Are all places within the facility that are accessible to children safe and secure? Check for cleanliness, fencing, placement of security personnel, and registers for check-in and check-out to support child safety.
- ☐ Are there child-friendly toilets and handwashing facilities? Check for access, cleanliness, height, placement and design.
- ☐ Are child-sized chairs and tables, or floor mats and other basic amenities, available and in good working order?
- ☐ Are there child-friendly spaces (indoors or outdoors) that are enclosed and designated as play areas?
- ☐ In any part of the facility where children receive services, are there brightly-coloured painted walls and surface materials?
- ☐ Are child-friendly play materials (e.g. toys, books and household items) available in the facility?
- ☐ Is a trained volunteer or community health worker currently involved in play activities with children and their caregivers, or servicing a play corner with age-appropriate and inclusive play items?
- ☐ Do areas where children receive services have appropriate job aids for providers and messages for families visibly displayed? Check for flipcharts, child development posters, handbooks, manuals, handouts or leaflets to inform families.

Source: adapted from *(26)*.

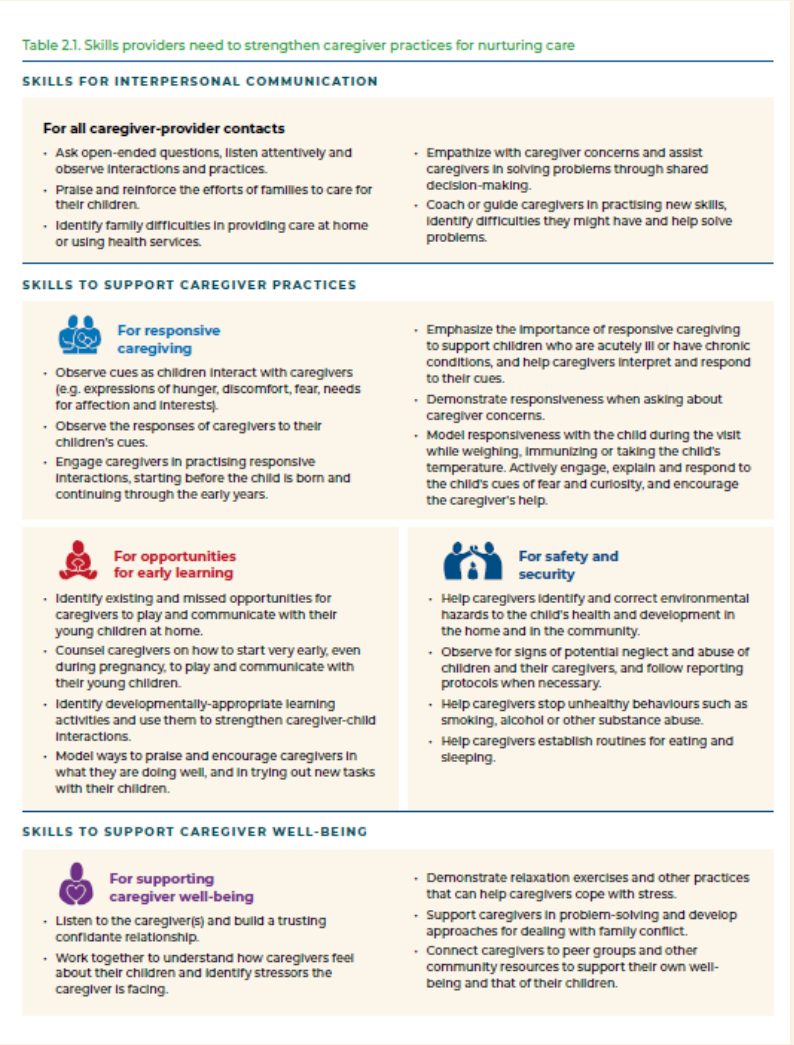


Table 2.1. Skills providers need to strengthen caregiver practices for nurturing care

SKILLS FOR INTERPERSONAL COMMUNICATION

For all caregiver-provider contacts

- Ask open-ended questions, listen attentively and observe interactions and practices.
- Praise and reinforce the efforts of families to care for their children.
- Identify family difficulties in providing care at home or using health services.
- Empathize with caregiver concerns and assist caregivers in solving problems through shared decision-making.
- Coach or guide caregivers in practising new skills, identify difficulties they might have and help solve problems.

SKILLS TO SUPPORT CAREGIVER PRACTICES

For responsive caregiving

- Observe cues as children interact with caregivers (e.g. expressions of hunger, discomfort, fear, needs for affection and interests).
- Observe the responses of caregivers to their children's cues.
- Engage caregivers in practising responsive interactions, starting before the child is born and continuing through the early years.
- Emphasize the importance of responsive caregiving to support children who are acutely ill or have chronic conditions, and help caregivers interpret and respond to their cues.
- Demonstrate responsiveness when asking about caregiver concerns.
- Model responsiveness with the child during the visit while weighing, immunizing or taking the child's temperature. Actively engage, explain and respond to the child's cues of fear and curiosity, and encourage the caregiver's help.

For opportunities for early learning

- Identify existing and missed opportunities for caregivers to play and communicate with their young children at home.
- Counsel caregivers on how to start very early, even during pregnancy, to play and communicate with their young children.
- Identify developmentally-appropriate learning activities and use them to strengthen caregiver-child interactions.
- Model ways to praise and encourage caregivers in what they are doing well, and in trying out new tasks with their children.

For safety and security

- Help caregivers identify and correct environmental hazards to the child's health and development in the home and in the community.
- Observe for signs of potential neglect and abuse of children and their caregivers, and follow reporting protocols when necessary.
- Help caregivers stop unhealthy behaviours such as smoking, alcohol or other substance abuse.
- Help caregivers establish routines for eating and sleeping.

SKILLS TO SUPPORT CAREGIVER WELL-BEING

For supporting caregiver well-being

- Listen to the caregiver(s) and build a trusting confidante relationship.
- Work together to understand how caregivers feel about their children and identify stressors the caregiver is facing.
- Demonstrate relaxation exercises and other practices that can help caregivers cope with stress.
- Support caregivers in problem-solving and develop approaches for dealing with family conflict.
- Connect caregivers to peer groups and other community resources to support their own well-being and that of their children.

3 Apoyar a las familias a través de los servicios existentes: ¿Qué pueden hacer los proveedores de servicios?

A lo largo de sus interacciones regulares con los cuidadores, **los proveedores pueden:**

- Observar
- Preguntar y conversar
- Presentar y modelar

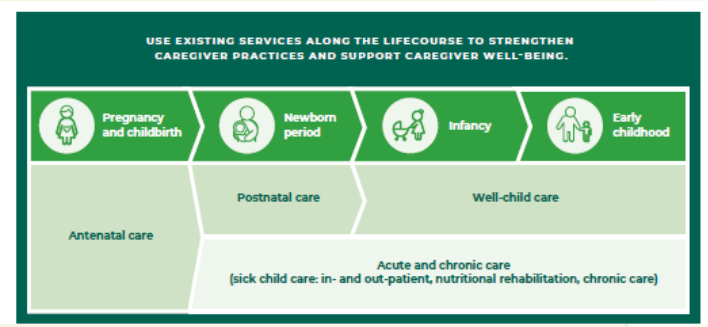
Y apoyar a los cuidadores

- Para que sean más receptivos
- Para que reconozcan oportunidades para ayudar a sus hijos a aprender
- Para que ofrezcan un entorno seguro y protector
- Para que estén bien

Table 1.1. Examples of caregiver practices related to nurturing care and provider support for caregivers

COMPONENT OF NURTURING CARE	CAREGIVER PRACTICES
Responsive caregiving	• Spend one-to-one time with your full attention on the child. • Look closely at the child. • Be aware of the child's signals (for example, hunger, discomfort, attempts to communicate, joy and need for affection). • Respond appropriately and in a timely way to the child's signals and needs. These will differ when the child is well, sick or has special needs.
Opportunities for early learning	• Talk with your child. • Play with your child. • Engage your child during your household routines and tasks. • Follow your child's lead, and assist the child's interest in exploring and learning.
Safety and security	• Build your child's trust through a warm, responsive presence. • Make a safe home environment for exploration and increasing independence. • Protect your child from harsh discipline, neglect and abuse. • Apply positive discipline methods. • Establish routines for eating and sleeping. • Protect the child from harmful substances.
SUPPORTING CAREGIVER WELL-BEING	
Supporting caregiver well-being	• Identify your feelings about having a baby – joys and concerns. • Discuss your concerns and the help needed from your family. • Maintain daily relaxing routines. • Build the capacity to care for yourself. • Know where to find help to problem-solve and organize support. • Identify community services, support networks.

Ejemplo: Servicios para niños enfermos



3.4. Sick-child care and follow-up: managing childhood illness responsively

When a child is sick, managing the child's illness is the priority for service providers. It is also the priority for caregivers, and they need skills to do it well. Caregivers need to notice how the child feels, recognize signs of illness, and respond quickly when the child requires medical attention. Being responsive enables the caregiver to seek timely medical care, give a child medicine, and comfort the child in pain and discomfort. However, time is limited to help families improve their caregiving practices when the child is sick. Strengthening caregiver practices must be accomplished within the priority of learning how to care for the sick child.

Managing the sick child: treating the child in the outpatient clinic and preparing for home care

A sick child seen in a clinic who is not referred to hospital may need a caregiver at home to give effective treatment, provide responsive and supportive care and nurture the child to health. For example, caregivers should learn how to prepare and feed a child who refuses to eat. They need to know how to give the child medicine, and to troubleshoot common problems if the child spits it out. The WHO and UNICEF *Integrated management of childhood illness protocols [46]* for managing the sick child in a first-level health facility and in the community stress that the caregiver needs to practise preparing and giving medication correctly. This is an opportunity to help the caregiver learn how to be aware of and respond to the difficulties the child may have.

Children with cognitive, physical or behavioural difficulties may have particular complications with eating and receiving the medical care they need. They may be lethargic, withdraw and reject physical touch. The provider can demonstrate to a caregiver how to draw the child's interest, activate swallowing and prevent choking and other problems.

In a follow-up visit, if the child has improved, there is more time to strengthen other caregiver practices. Some practices, including responsive play, can help the child catch up if there has been a delay of growth and development during the illness.

Caregivers may face additional challenges and stress to care for a sick child while having to manage work, household chores and take care of other children. They might require support.

Table 3.4.1 gives suggestions for what providers can do to strengthen caregiver practices and support caregiver well-being during outpatient sick-child visits.

Table 3.4.1. Supporting caregivers during outpatient sick-child care

COMPONENT OF NURTURING CARE	CAREGIVER PRACTICES	EXAMPLES OF WHAT SERVICE PROVIDERS CAN DO
Responsive caregiving	☐ Look closely at your child. ☐ Be aware of the child's signals (e.g. hunger, discomfort, attempts to communicate, joy and attention).	☐ **Discuss** How did you know your child was sick? How is your child acting differently today? You did well to notice that your child was sick and to bring your child to see me. Let's see what we can do together to help your child get better. ☐ **Discuss** Your child needs to eat well, even when he is sick. What difficulties are you having? What can you prepare that he might be interested in? You might need to offer food more often, in smaller bits. Follow his signals that he is ready to take another bite. Give advice on how to ensure a sick child continues to drink and eat. ☐ **Discuss** Continue frequent feeding when the child gets better so he will catch up his growth. Follow his signals that show you he is ready to eat. How does your child signal to you he is ready to eat? ☐ **Observe** a breastfeed to see if the child is feeding well (as recommended in Integrated management of newborn and childhood illness). If needed, assist the mother to position the child well for effective feeding. Encourage the mother to look closely, gently touch and talk softly to the child, and respond to the child's attempts to reach and touch her.

Table 3.4.1. Continued

COMPONENT OF NURTURING CARE	CAREGIVER PRACTICES	EXAMPLES OF WHAT SERVICE PROVIDERS CAN DO
Responsive caregiving	☐ Respond appropriately and in a timely way to the signals and the child's needs, which differ when the child is well or sick, or has special needs.	☐ **Demonstrate** Responsively engage and talk to the child as you approach to examine or treat her, e.g. when you give the child an injection. Explain what you are doing. Encourage the caregiver to assist in engaging the child in a similar way. ☐ **Counsel** Coach the caregiver to practise some of the tasks for home care: take the child's temperature or feel for fever, identify fast breathing or other signs of severe illness, and give the child the first dose of medicine if required. ☐ **Observe** If the child is fussing, observe how the caregiver calms the child. How do you calm your child? ☐ **Discuss** Your child will find it easier to calm down if you are calm also. Take a few deep breaths. Then, try holding your child close to you with your hand, still and firmly, on your child's back until your child is calm.
Opportunities for early learning	☐ Talk with your child.	☐ **Demonstrate** Talk to the child softly, explaining as you go through the steps of the visit. Engage the child, rather than force the child's response. For example, hold your hand out and ask the child to give you her hand. Tell the child that you will take her temperature. ☐ **Discuss** Even though the child is sick, he will learn if you talk to him about what is around you, what he is doing, or try to articulate how he might be feeling.
Safety and security	☐ Make a safe environment.	☐ **Discuss** How do you store your medicines at home? Discuss how to keep medicines dry and safe, and away from children. ☐ **Discuss** Who will care for the sick child if you are unable to? Identify an adult who will stay with your child.
SUPPORTING CAREGIVER WELL-BEING		**EXAMPLES OF WHAT SERVICE PROVIDERS CAN DO**
Supporting caregiver well-being	☐ Build caregivers' capacity to care for themselves. ☐ Problem-solve and organize support from family members.	☐ **Discuss** Caring for a child who is sick can be difficult and tiring. What can you do to relax, even for 10 minutes at a time? ☐ **Ask** What extra help do you need from your family, so you can spend more time with your child and care for yourself? Who could you ask for help? ☐ **Ask** What difficulty might you have in returning for a follow-up visit?

Inpatient paediatric care: maintaining the child's development in hospital

Children may spend long periods in hospital for treatment of severe illness, surgery and/or rehabilitation. Hospital practices are moving from policies for total rest to policies that encourage gentle activation of the child, appropriate to the child's condition. Movement and interaction contribute to a better appetite and healing, while their absence may contribute to delay in the child's development.

Stays in hospital are stressful for children and their caregivers, and hospitals should make every effort not to separate them. During hospitalization, the cognitive and social skills of children may deteriorate. When caregivers are present, they can address the decline by stretching limbs, talking to the child, and giving the child items to touch, grab, stack or bang; naming people, things, colours and feelings; and activating the child's response by rubbing the skin with different textures and temperatures. Furnishing a corner of the paediatric ward with books and toys encourages caregivers to interact with their children at an appropriate level as their condition improves. Colourful posters can provide ideas for what caregivers can do.

Photo credit: © UNICEF Perú/Tamayo E

Your child will enjoy the time with you. Ask a nurse where you can find books and toys to play with your child.

Photo credit: © UNICEF Perú/Hildebrandt C

Play with your child. It helps your child continue to learn while in hospital.

Involving caregivers in their child's care helps them learn to recognize when their child has pain, where it is located and what comforts the child. They can observe how medical staff complete routine procedures in a responsive manner and can better address the needs of their child during rehabilitation feeding.

Caregivers also need attention and support. Staying in the hospital, they need a clean place to sleep, food, access to clean toilets and a place to relax with other caregivers. They may experience disruptions in their families and worry about the family at home. They appreciate staff who show an interest and help them consider possible solutions to their worries.

Suggestions for what providers can do to strengthen caregiver practices and support caregiver well-being during inpatient paediatric care are in **Table 3.4.2**.

Lo que sigue: Formas de usar esta guía

- **Reunirse a nivel de país para revisar**
  - Lo que ya está sucediendo; dónde se puede implementar
  - ¿Cuáles son las nuevas ideas?
  - Considerar el enfoque por fases
    - Cuáles son las “oportunidades a corto plazo”
    - Comenzar con algunos servicios, documentar, aprender y escalar
- **Institucionalizar el desarrollo de habilidades**
  - ¿Se utiliza alguno de los paquetes de capacitación básica?
  - Capacitación previa y durante el servicio
  - Incorporar en la tutoría y supervisión
- **Difundir la guía/secciones de la guía**
  - Administradores de centros
  - Proveedores (secciones de la parte 3)
- **Documentar, informar la ampliación y el aprendizaje entre países**

No todo tiene que hacerse de una sola vez

Qué oportunidades ve para presentar y aplicar la guía práctica en los países

- revisar, con todos los actores relevantes, las oportunidades para fortalecer los servicios existentes
- informar a los trabajadores de la salud sobre el desarrollo de competencias, incluida la capacitación previa al servicio

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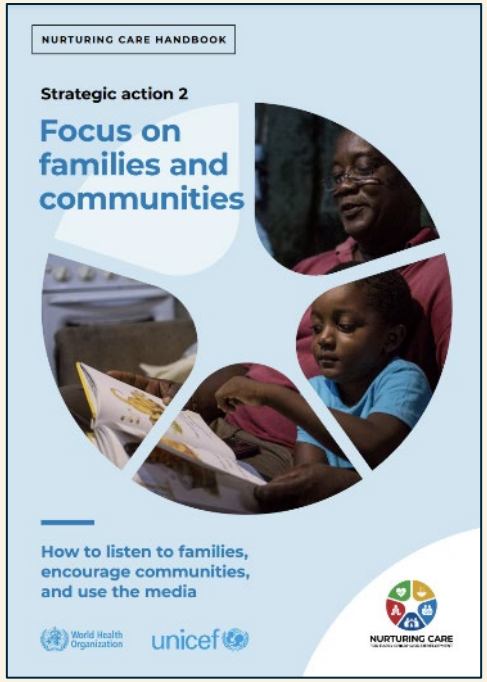
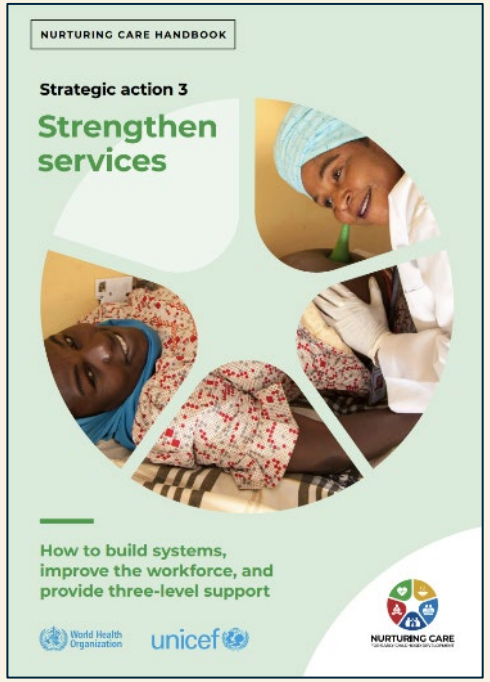
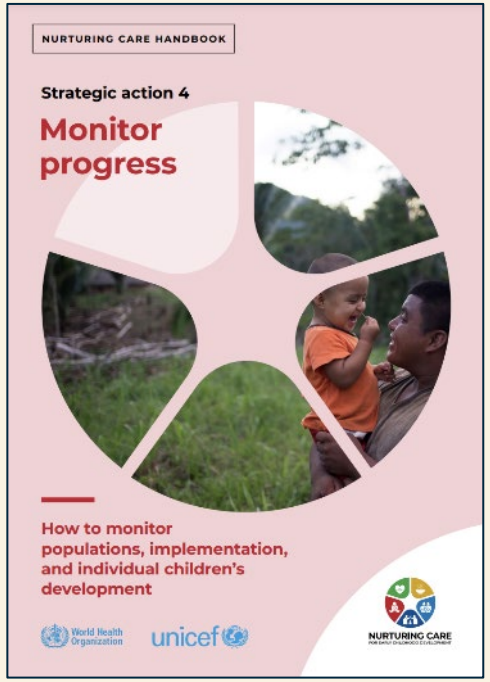






Manual de cuidados cariñoso y sensible

Seis guías para ayudarle a poner en práctica el *Marco de cuidado cariñoso y sensible*

https://nurturing-care.org/handbook

Manual de cuidados

Para cualquiera que quiera llevar adelante la agenda.

Seis guías, una para cada una de las cinco acciones estratégicas del Marco de cuidado y una guía de inicio rápido (Start here).

Lea la guía ***Start here*** antes de pasar a cualquiera de las otras guías.

Utilice las otras guías en secuencia o en cualquier orden, según sus necesidades.

https://nurturing-care.org/handbook

LEAD AND INVEST

FOCUS ON FAMILIES AND THEIR COMMUNITIES

STRENGTHEN SERVICES

MONITOR PROGRESS

ESCALAR E INNOVAR

Impulsores del contenido

Lo que el cerebro y el cuerpo del niño esperan y necesitan

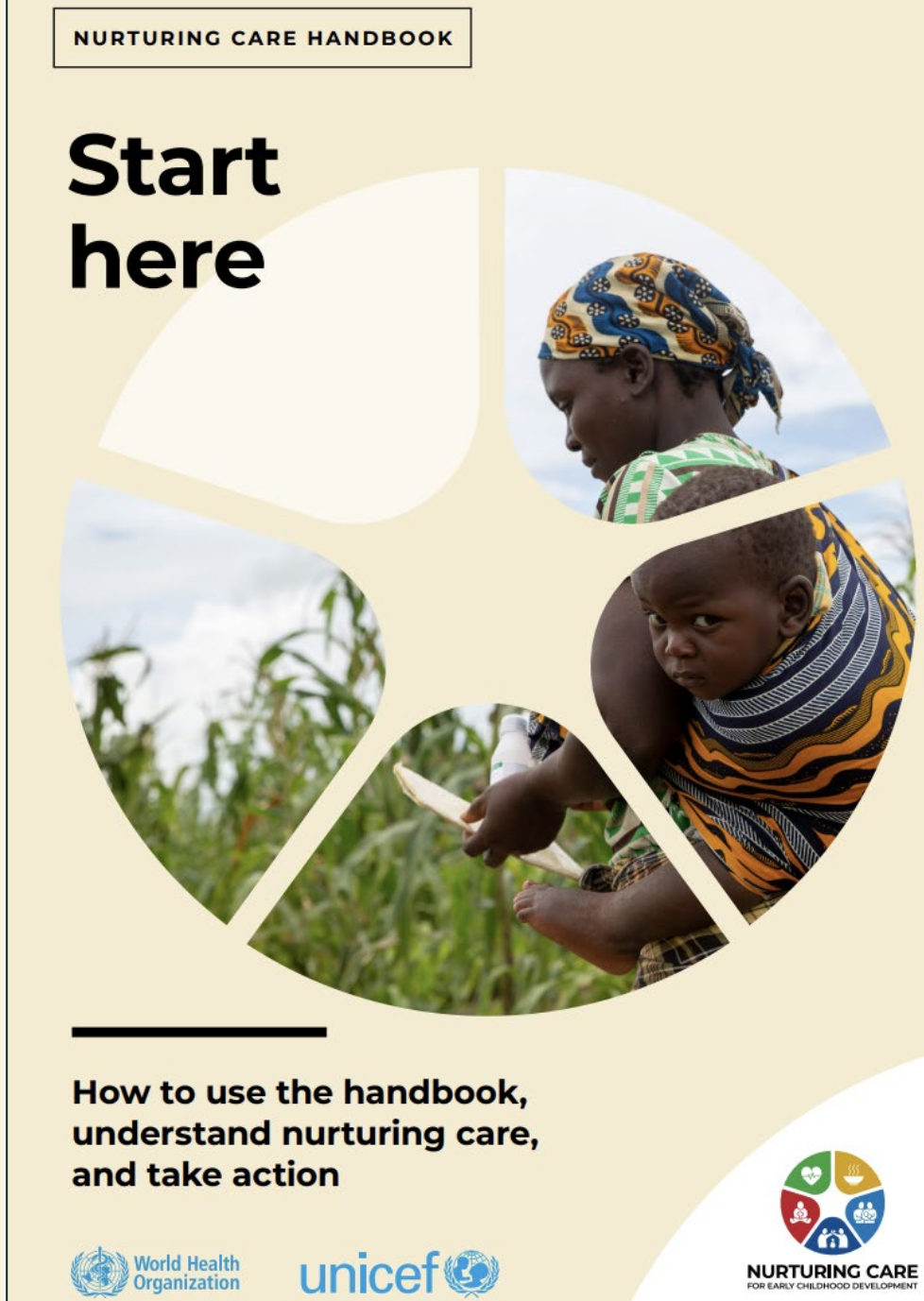
Entornos propicios para el cuidado

Start here

Esto es lo que encontrará en la guía *Start Here* :

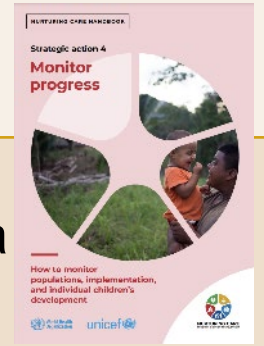
- Cómo usar este manual
- Entender el cuidado integral
- Actuar
- Recursos útiles
- Sitios web útiles

https://nurturing-care.org/handbook



Áreas temáticas

Liderar e invertir	– Gobernanza – Planificación – Financiamiento
Enfoque en las familias y sus comunidades	– Participación de la comunidad – Responsabilidad comunitaria – Uso de medios
Fortalecer los servicios	– Fortalecimiento del sistema – Creación de capacidades de la mano de obra – Fortalecimiento de los servicios
Supervisar el progreso	– Vigilancia de niños individuales – Seguimiento de la implementación del programa – Medición de la cobertura a nivel poblacional
Escalar e innovar	– Para escalar – Sector privado – Soluciones digitales



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¿Cuál es el contenido?

Esto es lo que encontrará en las guías para cada acción estratégica:

- **descripciones generales**, que desglosan grandes tareas y temas en fragmentos más manejables;
- **acciones sugeridas**, para inspirar;
- **obstáculos comunes**, con formas de superarlos;
- **herramientas y listas de comprobación** para tareas comunes;
- **señales** para monitorear el progreso;
- **enlaces a artículos y sitios web útiles**;
- **estudios de casos**, que muestran cómo las organizaciones de todo el mundo han puesto en práctica el cuidado cariñoso y sensible.

https://nurturing-care.org/handbook

Contents

Liderar e invertir

Gobernanza

Cómo coordinar a los responsables de la toma de decisiones, a nivel nacional y local, en su intento de desarrollar y alcanzar los objetivos de las políticas nacionales.

Planificación

Cómo traducir los objetivos políticos en actividades concretas.

Finanzas

Cómo financiar la expansión y fortalecimiento de los servicios, y cómo agregar intervenciones de manera equitativa y sostenible, trabajando a través de los ministerios apropiados.

Gobernanza

PREGUNTAS FRECUENTES

- Cómo crear voluntad política
- Cómo facilitar la colaboración multisectorial
- Hay necesidad de una o varias políticas
- Cómo generar inversión
- Cómo mantener el impulso

PASOS QUE HAN DEMOSTRADO SER EFICACES

- Involucrar a todas las partes interesadas relevantes en el diálogo
- Analizar los avances científicos
- Encontrar evidencia sobre la situación actual
- Crear oportunidades de aprendizaje e intercambio
- Utilizar los compromisos nacionales para justificar la inversión
- Analizar opciones políticas prácticas
- Analizar las políticas y estrategias existentes
- Incluir a los niños en todas las políticas
- Desarrollar una visión, objetivos y metas comunes
- Formular o actualizar políticas

Tres formas
de coordinar sectores y partes interesadas

Liderazgo de nivel alto

- Coordinación a nivel de la Oficina del Presidente o del Primer Ministro para lograr un enfoque de todo el gobierno.

Liderazgo intersectorial

- Liderazgo en un solo sector para coordinar acciones en múltiples sectores

Liderazgo específico de sectores

- Liderazgo dentro de un sector para fortalecer la coordinación y las acciones conjuntas, y facilitar el compromiso con otros sectores

Planificación

PREGUNTAS FRECUENTES

- Hay necesidad de uno o varios planes
- Quién es responsable
- Cuál es el papel del nivel nacional
- Cuál es el papel del nivel local
- Cuáles son los atributos de un buen plan

PASOS QUE HAN DEMOSTRADO SER EFICACES

- No esperar a una política nacional
- Planificar juntos, implementar por sector
- Evaluar la situación actual
- Organizar talleres de creación de consenso
- Buscar oportunidades en diferentes sectores
- Construir sobre lo que ya existe
- Establecer objetivos realistas y medibles
- Hacer que todos sean responsables

Financiamiento

PREGUNTAS FRECUENTES

- Cómo estimar los costos
- Cuánto cuesta
- Cómo aumentar los fondos nacionales
- Cómo compartir fondos entre diferentes sectores
- Cómo optimizar el uso de los fondos de los donantes
- Cómo gastar de forma eficiente

PASOS QUE HAN DEMOSTRADO SER EFICACES

- Entender la economía política
- Elegir el público adecuado para la promoción
- Involucrar a todos los que influyen en las asignaciones presupuestarias
- Evaluar el financiamiento actual para DPI
- Considerar todas las fuentes de financiamiento
- Definir claramente las entradas y salidas
- Ayudar a preparar planes presupuestarios sectoriales
- Sea cual sea el presupuesto, debe ser de propiedad local

Señales de progreso

- ✓ Existe un mecanismo nacional de coordinación y funciona.
- ✓ Hay promotores del cuidado en múltiples sectores.
- ✓ Se han adoptado objetivos políticos multisectoriales que abordan los primeros años.
- ✓ Se ha desarrollado una hoja de ruta o una estrategia nacional para el desarrollo de la primera infancia.
- ✓ Se han actualizado y calculado los planes sectoriales específicos, que promueven un gasto adecuado y eficiente.
- ✓ El gasto y la acción del gobierno son equitativos, se realiza un seguimiento adecuado y se aprovecha la coordinación.

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Estudios de casos y recursos útiles

RECURSOS ÚTILES

- Kit de herramientas de promoción del cuidado
- Cuenta regresiva para los perfiles de país de 2030 para el desarrollo de la primera infancia
- Herramienta de evaluación rápida (desarrollada en el sudeste asiático)
- Guía de prácticas del cuidados

ESTUDIOS DE CASOS

- Experiencias en el país: Camboya, Chile, Bután, Brasil, Etiopía, Kenia, India, Malawi, México, Filipinas,
- Aga Khan University—Taller de tomadores de decisiones sobre Desarrollo de la primera infancia
- Banco Mundial—El proyecto de capital humano
- Niños en todas las políticas (CAP 2030)
- Inversión en cuidado infantil
- Aprovechar el poder de los parlamentarios

Repaso de las áreas temáticas

Liderar e invertir	– Gobernanza – Planificación – Financiamiento
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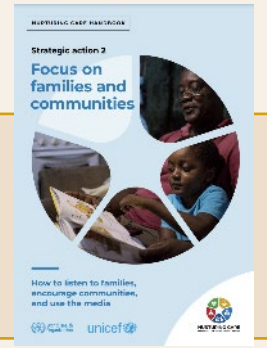

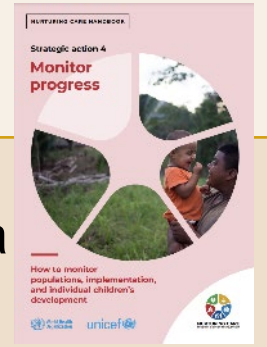

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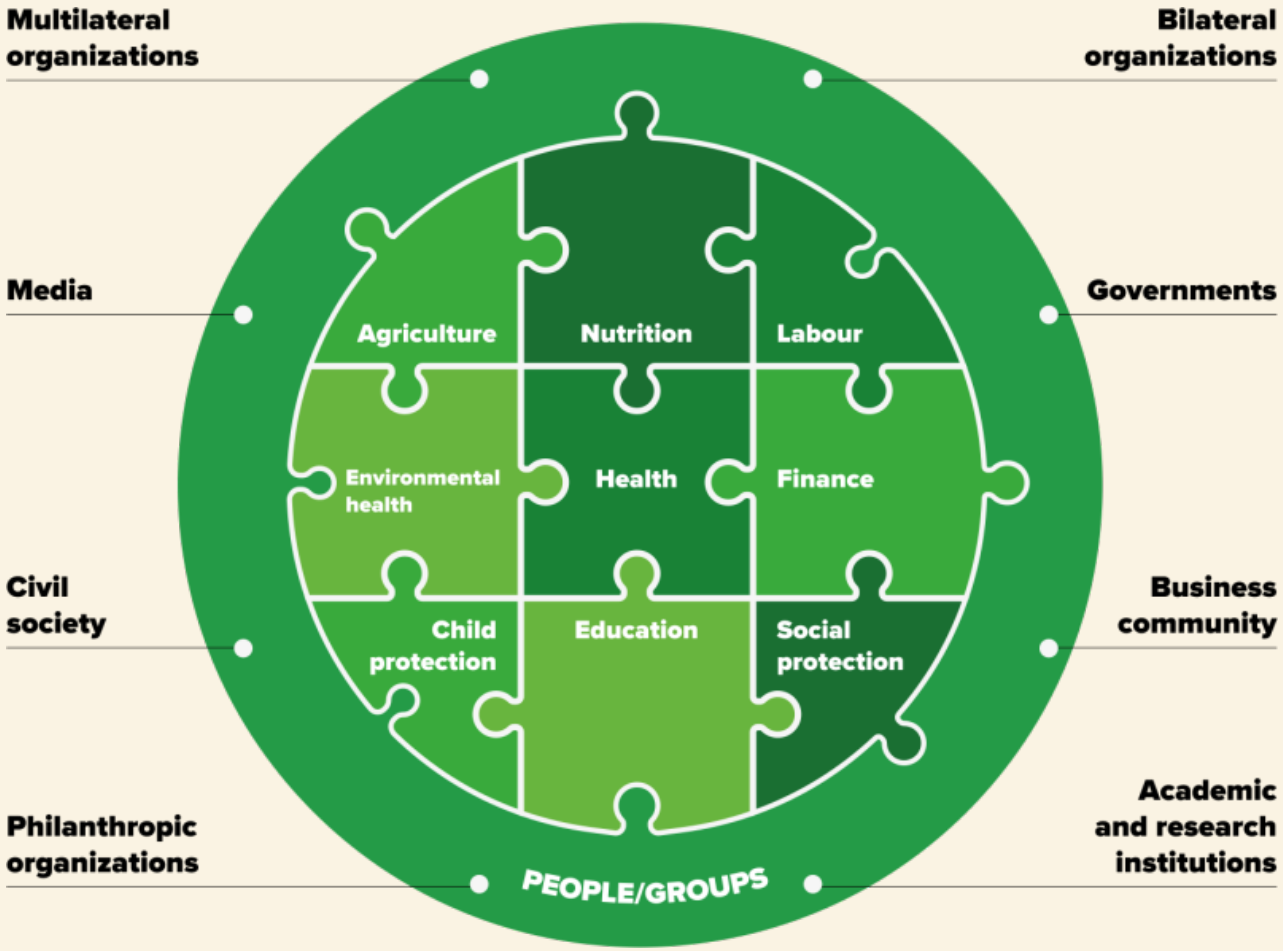
Construir sobre lo que ya existe



Remember

Strengthen

Add

Acknowledgements

The development of this handbook was led by the World Health Organization (WHO).

WHO is grateful to all those who contributed. WHO also expresses gratitude to the authors of the Lancet series *Advancing early childhood development: from science to scale* (2017) who lay the foundation for the *Nurturing care framework* that underpins this handbook. A special word of thanks goes to colleagues at the Institute for Life Course Health Research at Stellenbosch University in South Africa, for their support in the development of this handbook.

This handbook is part of a set of resources for implementing the *Nurturing care framework*.

Partners continue to collaborate in global working groups to expand this set, facilitated by staff at WHO, UNICEF, the World Bank Group, the Partnership for Maternal, Newborn, and Child Health (PMNCH) and the Early Childhood Development Action Network (ECDAN).

WHO is grateful for the financial support provided by the Children's Investment Fund Foundation and the King Baudouin Foundation USA that made the development of the handbook possible.

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The following representatives provided feedback on behalf of the Child Health Task Force: Catherine Clarence, Zacharia Crosser, Kasungami Dyness, Olamide Folorunso, Kate Gilroy, Debra Jackson, Lily Kak, Senait Kebede, Allisyn Moran, Sita Strother, Lara Vaz and Steve Wall.

Gracias

Para obtener más información:
nurturing-care.org
ecdan.org

Únase a la conversación:
#NurturingCare
@NurturingCare




World Health Organization
WORLD BANK GROUP
unicef for every child
The Partnership for Maternal, Newborn & Child Health
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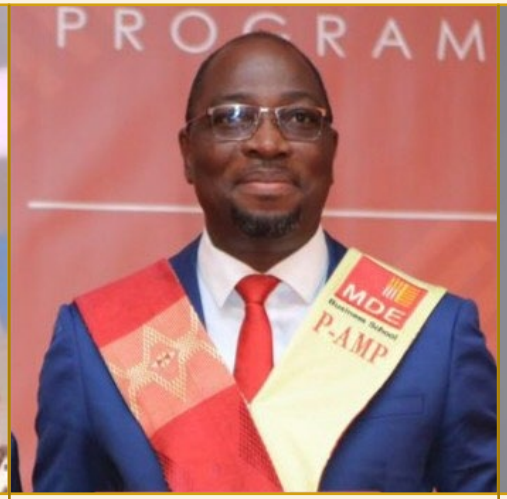

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Implementación del *Marco de cuidado*

Operacionalizar el cuidado para el DPI: Sector de la salud junto con otros sectores
https://nurturing-care.org/operationalization-of-the-nurturing-care-framework/

Manual de cuidados https://nurturing-care.org/handbook

Guía de prácticas del cuidados
https://nurturing-care.org/practiceguide

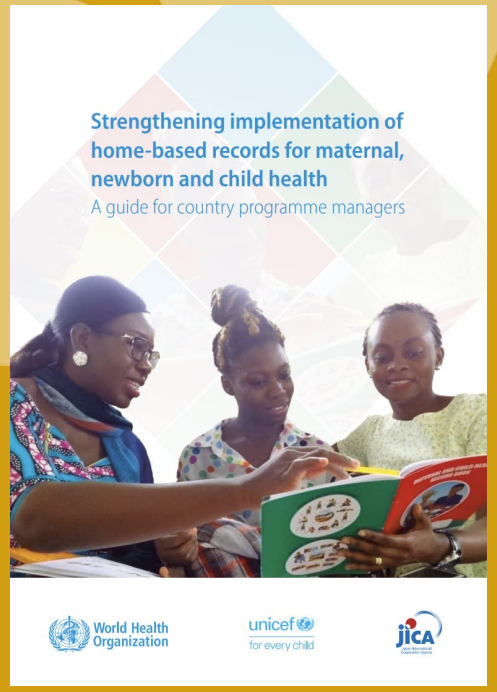
¡Próximamente!

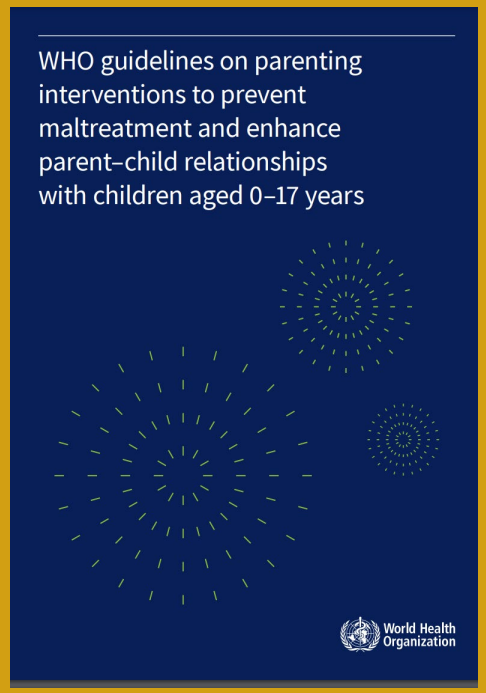
- ✓ Informe sobre el progreso del cuidado (2018-2023)
- ✓ Resumen temático: nutrir a los niños pequeños mediante una alimentación que responda a sus necesidades
- ✓ Resumen temático: Niños con retrasos en el desarrollo y discapacidades

Resúmenes temáticos de cuidado
https://nurturing-care.org/thematic-briefs

Sitio web de cuidado
https://nurturing-care.org/

Recursos relevantes





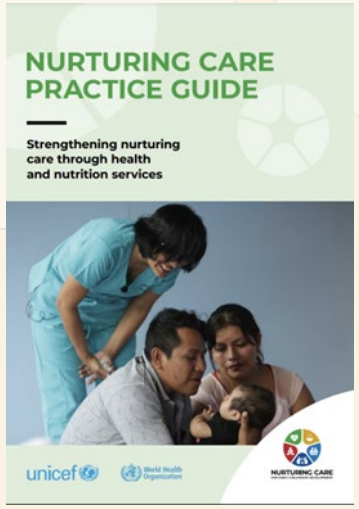
Fortalecimiento de la aplicación de los registros en el hogar para la salud materna, neonatal e infantil: Guía para los administradores de programas en los países https://www.who.int/publications/i/item/9789240060586

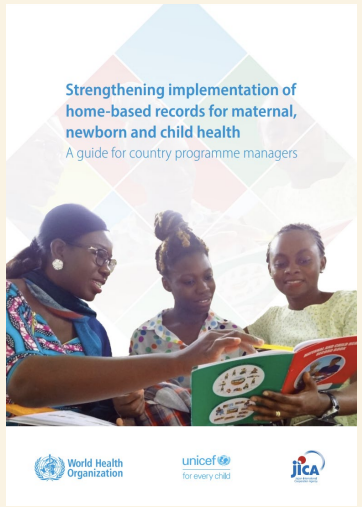
Directrices de la OMS sobre las intervenciones de crianza para prevenir el maltrato y mejorar las relaciones entre padres e hijos con niños de 0 a 17 años https://www.who.int/teams/social-determinants-of-health/violence-prevention/parenting-guidelines

Escalas Globales para el Desarrollo Inicial (GSED) v1,0 https://www.who.int/publications/i/item/WHO-MSD-GSED-package-v1.0-2023.1

¡Próximamente! Cómo cuidar al cuidador

Próximos eventos





6 de abril

Lanzamiento regional de la Guía de prácticas del cuidados cariñoso y sensible —Europa y Asia Central

organizada como parte de la Iniciativa de Sistemas de salud para el DPI de Europa y Asia Central

4:30 a. m. hora estándar del este/10:30 a. m. hora central europea de verano/11:30 a. m. hora de África Oriental/ 2:00 p. m. hora estándar de la India (90 minutos)

Regístrese aquí

20 de abril

Lanzamiento oficial de la Guía OMS-UNICEF-JICA sobre el fortalecimiento de la implementación de los registros en el hogar para la salud materna, neonatal e infantil

Organizada por la OMS, UNICEF y JICA, con el apoyo de la Red para la Mejora de la Calidad de la Atención Materna, infantil y del recién nacido y el subgrupo de la Calidad de la Atención del Grupo de Trabajo de Salud Infantil

8:00 a. m. hora estándar del este/2:00 p. m. hora central europea de verano (90 minutos)

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