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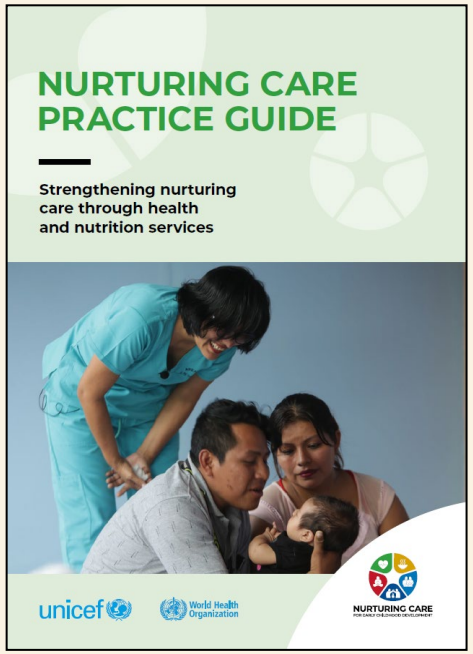
LANCEMENT MONDIAL DU LIVRET SUR LES SOINS ATTENTIFS ET DU GUIDE PRATIQUE POUR LES SOINS ATTENTIFS

MARDI 28 MARS 2023

#NurturingCare **@NurturingCare**



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

CHILD HEALTH TASK FORCE

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Early Childhood Development Action Network

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LIVRET SUR LES SOINS ATTENTIFS ET GUIDE PRATIQUE POUR LES SOINS ATTENTIFS

NURTURING CARE
FOR EARLY CHILDHOOD DEVELOPMENT

- Bienvenue
- Présentation du livret pratique et du manuel
- Réflexions et idées
- Questions et réponses
- Autres ressources et événements utiles
- Conclusion

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Bienvenue

Bienvenue et objectifs

Shekufeh Zonji

Responsable technique mondial

Réseau d'action pour le développement de la petite enfance

Discours d'ouverture

Erinna Dia

Directrice associée de ECD

Section de la nutrition et du développement de l'enfant

UNICEF, New York

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Guide pratique pour les soins attentifs

Anne Detjen
Spécialiste de la santé de l'enfant
Unité de santé infantile et communautaire UNICEF, New York

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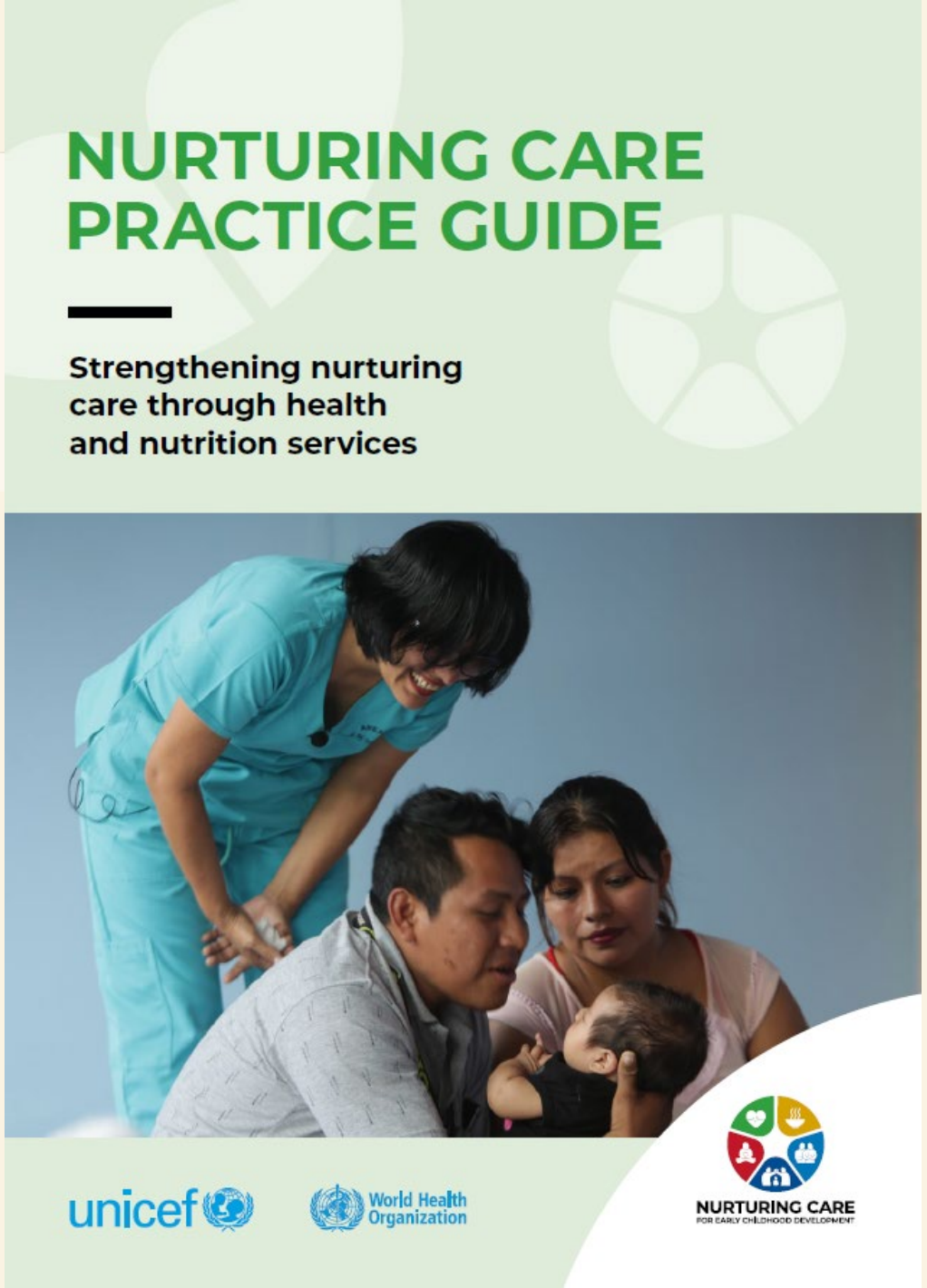


Opportunités permettant d’adapter les services de santé et de nutrition pour les femmes enceintes et les enfants afin d'encourager les soins attentifs

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

Le rôle des services de santé et de nutrition dans le renforcement des soins attentifs

- Les parents et les autres aidants sont principalement responsables des soins et du soutien que l'on devrait apporté aux enfants
- Tous les soignants ont besoin d'une mesure d'assistance pour la fourniture des soins attentifs
- Certains soignants peuvent disposer de capacités limitées ou irrégulières
  - Adolescent(e)s mères et pères pour la première fois, conflits au sein du ménage, pauvreté

Possibilités

Les soignants et les enfants ont des interactions régulières avec les prestataires de services de santé et de nutrition, de la grossesse à la petite enfance

Renforcer les services

Renforcer

L'accès, la qualité, l'utilisation et la couverture des services pourraient être plus optimaux et doivent être amélioré pour renforcer leur impact et leur impartialité

Apporter

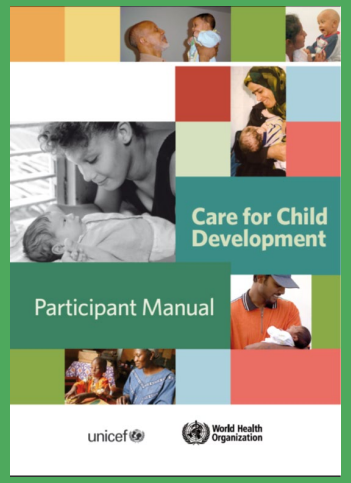
Le soutien à la prestation de soins réactifs, à l'apprentissage précoce, à la sécurité et à la sûreté, mais aussi le soutien au bien-être des soignants fait souvent défaut dans les services

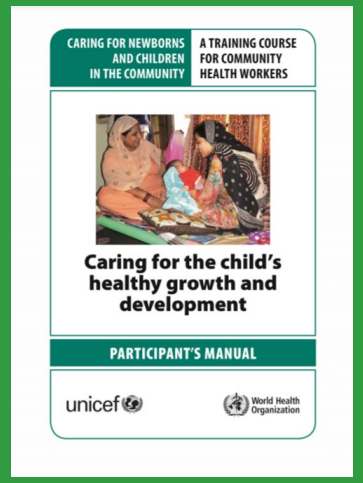
Guide pratique

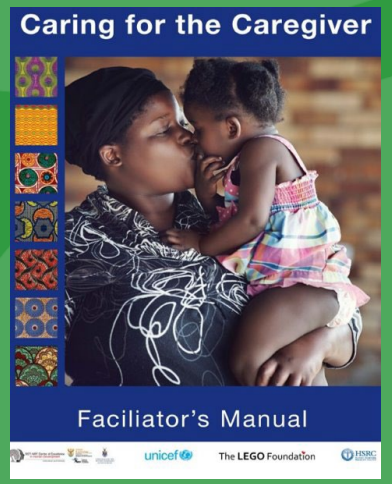
Crédit photo : Banque mondiale/Mécanisme de financement mondial

Outils

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







Et bien plus encore !

- Le désir d'apprendre
- Être parent pour assurer la santé tout au long de la vie - fiches de conseils,
- Vidéos

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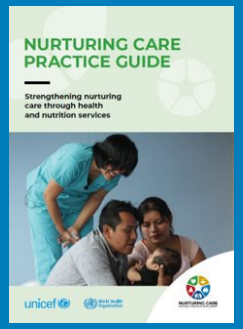


GUIDE PRATIQUE POUR LES SOINS ATTENTIFS

- Cible **les prestataires et les responsables** de services de santé et de nutrition
- Met l'accent sur **trois sur cinq** composantes interdépendantes des soins attentifs, ainsi que sur le bien-être des soignants
- Met l'accent sur **l'assistance et les services universels** qui devraient être accessibles à tous les enfants, tout en soulignant la nécessité d'un soutien ciblé ou précisément adapté à certains enfants et leurs familles
- Présente des considérations pour **servir tous les enfants et leurs soignants**, y compris les personnes atteintes de maladies chroniques, de retards de développement et de handicaps
- Est pertinent pour **les contextes humanitaires et** d'urgence

Partie 1—Soins attentifs : un autre regard

Justification de l'amélioration du soutien à la prestation de soins réactifs, à l'apprentissage précoce, à la sûreté et à la sécurité et au bien-être des soignants dans le domaine des services de santé et de nutrition

Partie 2—Préparation des services de santé et de nutrition

Rôle des responsables pour abattre les barrières, renforcer les compétences des prestataires et identifier les ressources afin d'apporter un soutien supplémentaire

Partie 3—Soutenir les familles pour les services existants

Exemples pratiques de ce que les prestataires peuvent faire avec les services existants sur toute la durée

2 Permettre aux services de santé et de nutrition de soutenir les soins attentifs : que peuvent faire les responsables ?

1. **Rendre les installations accessibles et accueillantes pour tous les enfants**
2. **Renforcer les services de renfort de la prestation de soins**
   - Protocoles de gestion intégrés
   - Listes de contrôle de la supervision
3. **Renforcer les compétences des prestataires de services**
   - Compétence en matière de communication interpersonnelle
   - Des compétences pour soutenir les pratiques des soignants
4. **S'adapter aux crises humanitaires et sanitaires**
5. **Identifier les besoins et faire reconnaître les services spécialisés**

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 Soutenir les familles avec les services existants : que peuvent faire les prestataires de services ?

Tout au long de leurs interactions régulières avec les soignants, **les prestataires peuvent**

- Observer
- Questionner et discuter
- Présenter et mettre en chiffres

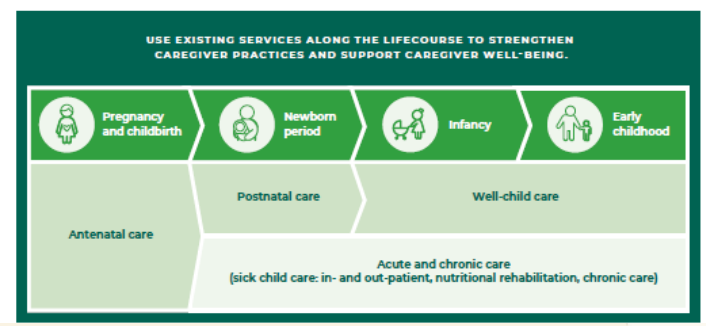
Et soutenir les soignants

- Pour être plus réactif
- Pour reconnaître les occasions d'aider leurs enfants à apprendre
- Pour offrir un environnement sûr et protecteur
- Pour bien se porter

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.

Exemple : services pour les enfants malades



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**.

Vers l'avenir—les façons de tirer partie de ce guide

- **Se réunir au niveau national pour examiner**
  - Ce qui est déjà en place – où pouvez-vous apporter plus
  - Quelles sont les nouvelles idées ?
  - Envisager une approche progressive
    - Quelles sont « les objectifs les plus réalistes »
    - Commencer par certains services, documenter, apprendre et évoluer
- **Institutionnaliser le renforcement des compétences**
  - L'un des modules de formation de base est-il utilisé ?
  - Formation initiale et continue
  - Intégrer dans le mentorat et la supervision
- **Diffuser le guide/des sections du guide**
  - Responsables d'établissements
  - Prestataires (partie - 3 sections)
- **Documenter, éclairer la mise à l'échelle et l'apprentissage transnational**

Tout ne doit pas être fait en même temps

Quelles opportunités voyez-vous pour présenter et appliquer le Guide pratique dans les pays

- pour examiner, avec tous les acteurs concernés, les opportunités d'amélioration des services existants
- et encourager le renfort des compétences des travailleurs dans le domaine de la santé, y compris lors de la formation initiale

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Writing team:

Jane E. Lucas, independent consultant, with review and guidance from: Bernadette Daelmans, World Health Organization (WHO); Anne Detjen, United Nations Children's Fund (UNICEF); Ana Nieto, UNICEF; Sheila Manji, WHO; Florence Naluyinda-Kitabire, UNICEF; and Aline Simen-Kapeu, independent consultant.

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Editor:

Peggy Henderson.

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

Contact

UNICEF: Anne Detjen, Boniface Kakhobwe
OMS : Bernadette Daelmans, Sheila Manji

LIVRET SUR LES SOINS ATTENTIFS

Bernadette Daelmans
Chef d'unité
Unité de santé et du développement de l'enfant
Service de santé maternelle, néonatale, infantile, adolescente
et du vieillissement
Organisation mondiale de la santé, Genève

Sheila Manji
Spécialiste du développement de la petite enfance
Unité de santé et du développement de l'enfant
Service de santé maternelle, néonatale, infantile, adolescente
et du vieillissement
Organisation mondiale de la santé, Genève

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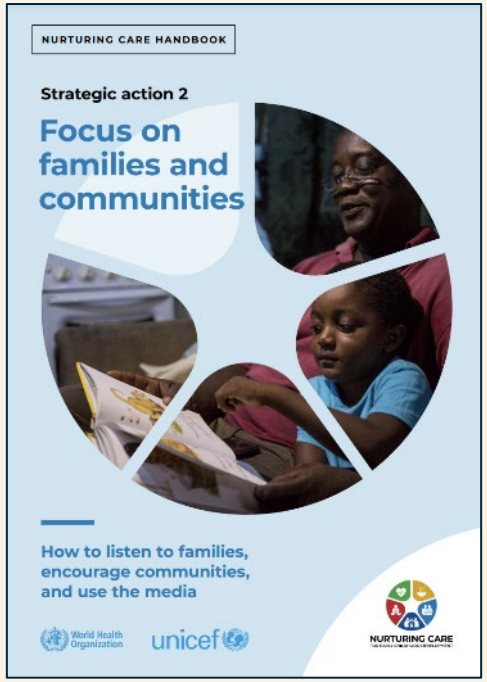
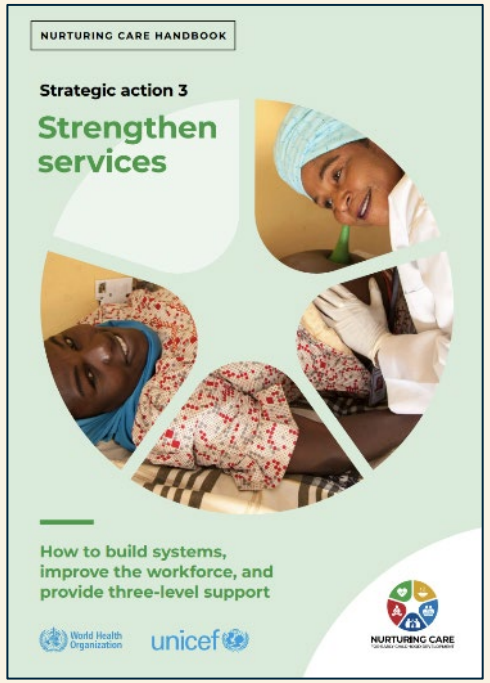
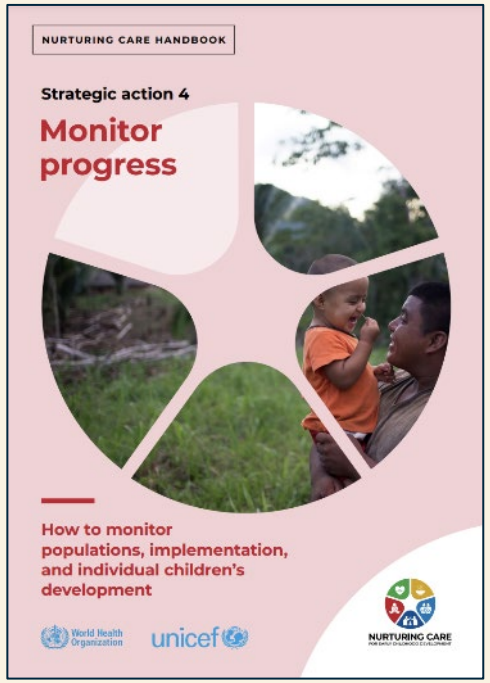






LIVRET sur les soins attentifs

Six guides pour vous aider à mettre *en pratique le cadre des* soins attentifs

https://nurturing-care.org/handbook

LIVRET SUR LES SOINS ATTENTIFS

Pour ceux qui veulent faire des progrès vers l'objectif.

Six guides, un pour chacune des cinq actions stratégiques du cadre des soins attentifs et *un guide* Commencer ici.

Lire ***Commencer ici*** avant de consulter l'un des autres guides.

Utilisez les autres guides en séquence ou dans n'importe quel ordre, en fonction de vos besoins.

+

https://nurturing-care.org/handbook

Raisonnement derrière contenu

Ce que le cerveau et le corps de l'enfant attendent et ce dont ils ont besoin

Environnements propices aux soins attentifs

Commencer ici

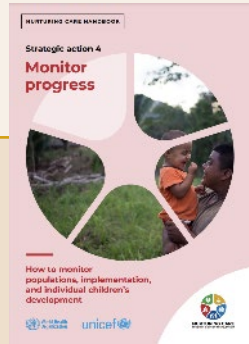
Voici ce que vous trouverez dans le guide *Commencer ici* :

- Utilisation de ce manuel
- Comprendre les soins attentifs
- Participer activement
- Ressources utiles
- Sites Web utiles

https://nurturing-care.org/handbook

Domaines thématiques

Diriger et investir	– Gouvernance – Planification – Financement
Mettre l'accent sur les familles et communautés	– Engagement de la communauté – Responsabilité de la communauté – Tirer avantage des médias
Renforcer les services	– Renforcer le système – Renforcer les capacités de la main-d'œuvre – Renforcer les services
Surveiller les progrès	– Surveillance individuelle des enfants – Surveillance de la mise en œuvre du programme – Mesurer la couverture au niveau de la population
Évoluer et innover	– Vers une adaptation – Secteur privé – Solutions numériques



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Quel est le contenu ?

Voici ce que vous trouverez dans les guides de chaque action stratégique :

- **aperçus**, en divisant les grandes tâches et les sujets de manière plus digeste
- **actions suggérées**, pour vous inspirer
- **barrières courantes**, avec les moyens de les surmonter
- **outils et listes de contrôle** pour les tâches courantes
- **panneaux** pour suivre les progrès
- **liens vers des articles et des sites Web utiles**
- **études de cas**, montrant comment des organisations du monde entier ont mis en pratique les soins attentifs.

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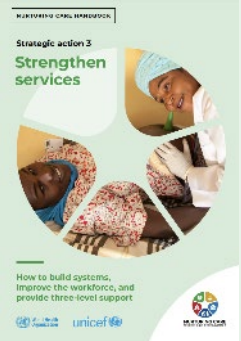

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Diriger et investir

Gouvernance

Comment coordonner les décideurs, aux niveaux national et local, alors qu'ils tentent d'élaborer et d'atteindre des objectifs politiques nationaux.

Planification

Comment traduire les objectifs politiques en activités concrètes.

Finance

Comment financer l'expansion et le renforcement des services, et comment ajouter des interventions de manière juste et durable, s'adressant aux ministères appropriés.

Gouvernance

QUESTIONS FRÉQUEMMENT POSÉES

- Comment encourager une volonté politique
- Comment faciliter la collaboration multisectorielle
- Faut-il une politique ou plusieurs politiques
- Comment générer des investissements
- Comment continuer les progrès

LES ÉTAPES RÉVÉLÉES EFFICACES

- Engager toutes les parties prenantes concernées dans le dialogue
- Discuter des avancées scientifiques
- Trouver des preuves de la situation actuelle
- Créer des opportunités d'apprentissage et d'échange
- Utiliser les engagements nationaux pour justifier les investissements
- Discuter des options politiques pratiques
- Discuter des politiques et stratégies existantes
- Prendre les enfants en compte dans toutes les politiques
- Développer en commun une vision, des objectifs et des cibles
- Établir ou mettre à jour la politique

Trois méthodes
pour coordonner les filières et les acteurs

Direction de haut niveau

- Coordination au niveau du Cabinet du Président ou du Premier ministre pour une approche impliquant le gouvernement entier

Direction intersectorielle

- Les décideurs dans un secteur pour coordonner les actions dans plusieurs secteurs

Décideurs d'un secteur spécifique

- Les décideurs au sein d’un secteur pour renforcer la coordination et les actions conjointes, et faciliter l’engagement avec d’autres secteurs

Planification

QUESTIONS FRÉQUEMMENT POSÉES

- Un plan ou plusieurs plans sont-ils nécessaires
- Qui est responsable
- Quel est le rôle du niveau national
- Quel est le rôle du niveau local
- Quels sont les attributs d’un bon plan

LES ÉTAPES RÉVÉLÉES EFFICACES

- Agir avant une politique nationale
- Planifier ensemble, mettre en œuvre par secteur
- Évaluer la progression actuelle
- Organiser des ateliers de concertation
- Rechercher des opportunités dans différents secteurs
- S'appuyer sur ce qui existe
- Se fixer des objectifs réalistes et mesurables
- Tenir chacun responsable

Financement

QUESTIONS FRÉQUEMMENT POSÉES

- Comment estimer les coûts
- Combien cela coûte-t-il
- Comment augmenter les fonds nationaux
- Comment partager des fonds entre différents secteurs
- Comment optimiser l'utilisation des fonds obtenus des donateurs
- Comment utiliser les fonds efficacement

LES ÉTAPES RÉVÉLÉES EFFICACES

- Comprendre l'économie politique
- Choisir les bons publics pour la reconnaissance
- Impliquer tous ceux qui influencent les allocations budgétaires
- Évaluer le financement actuel du DPE
- Considérer toutes les sources de financement
- Définir clairement les entrées et les sorties
- Aider à préparer les plans budgétaires par secteur
- Quel que soit le budget, il doit être local

Signes de progrès

- ✓ Un mécanisme national de coordination est en place et fonctionne
- ✓ Il y a des représentants reconnus dans le domaine des soins attentifs dans plusieurs secteurs
- ✓ Des objectifs politiques multisectoriels ont été adoptés et répondent aux problèmes aux premières années
- ✓ Une feuille de route ou stratégie nationale pour le développement de la petite enfance a été développée
- ✓ Des plans sectoriels ont été actualisés et chiffrés, favorisant des dépenses adéquates et efficaces
- ✓ Les dépenses et les actions du gouvernement sont équitables, correctement suivies et tire parti de la coordination

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Études de cas et ressources utiles

RESSOURCES UTILES

- Boîte à outils pour la reconnaissance des soins attentifs
- Compte à rebours pour 2030 Profils des pays pour le développement de la petite enfance
- Outil d'évaluation rapide (développé en Asie du Sud-Est)
- Guide pratique pour les soins attentifs

ÉTUDES DE CAS

- Expériences des pays : Cambodge, Chili, Bhoutan, Brésil, Éthiopie, Kenya, Inde, Malawi, Mexique, Philippines, Rwanda
- Université Aga Khan - Atelier des décideurs politiques en matière de DPE
- Banque mondiale – Le projet sur le capital humain
- Les enfants dans toutes les politiques (CAP 2030)
- Investir dans la garde d'enfants
- Mettre à contribution le pouvoir des parlementaires

Domaines thématiques revisités

Diriger et investir	– Gouvernance – Planification – Financement
Mettre l'accent sur les familles et communautés	– Engagement de la communauté – Responsabilité de la communauté – Tirer avantage des médias
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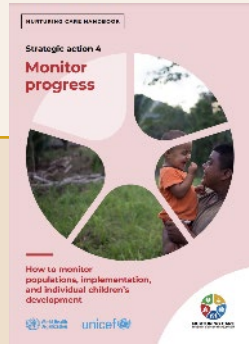

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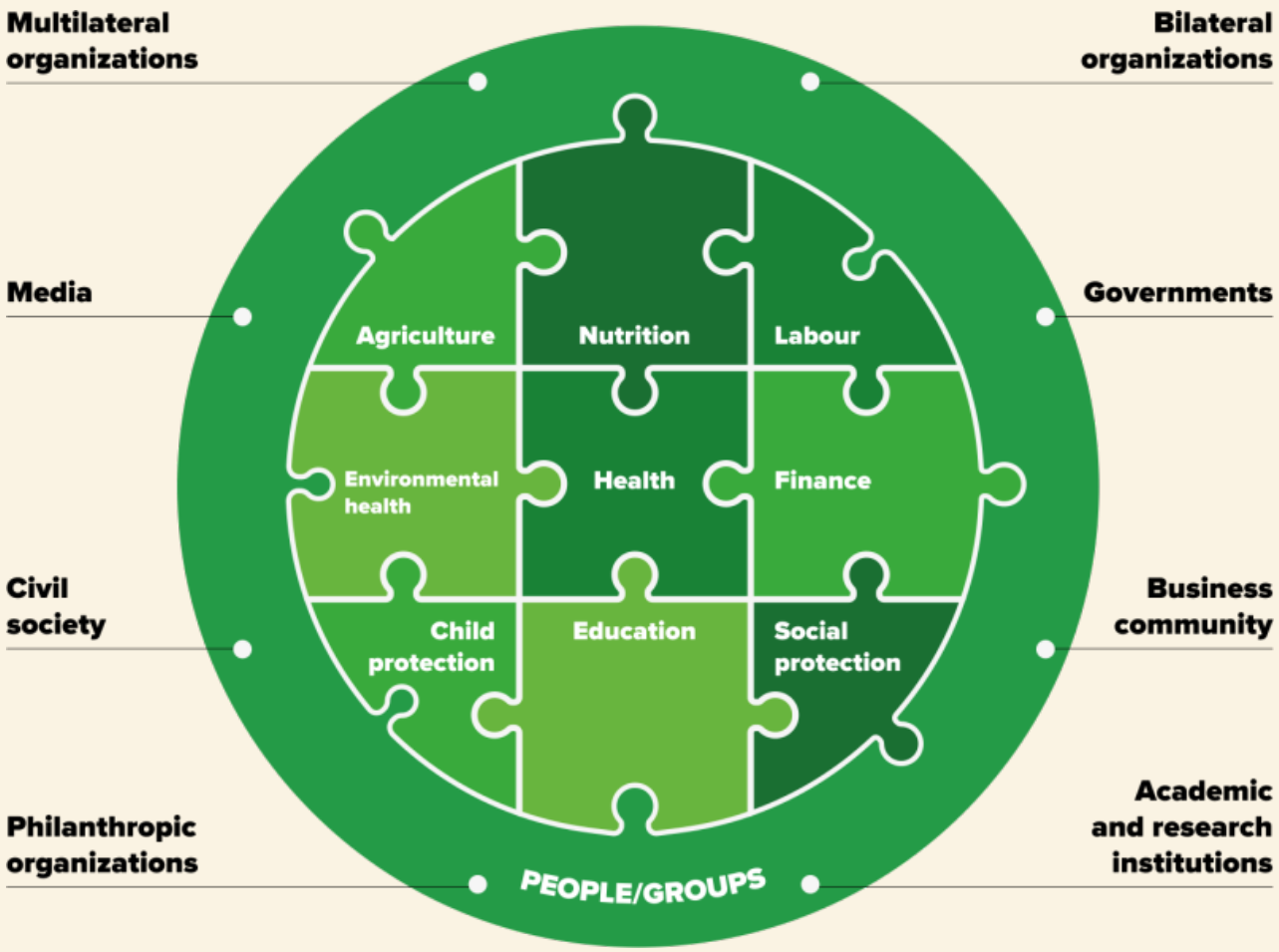
S’appuyer sur ce qui existe



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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).

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Writing team:

Bernadette Daelmans, WHO; Kelly Gemmell, Institute for Life Course Health Research, Stellenbosch University; Sheila Manji, WHO; Bettina Schwethelm, consultant; Mark Tomlinson, Institute for Life Course Health Research, Stellenbosch University; and School of Nursing and Midwifery, Queens University, Belfast, Queens University, Belfast, United Kingdom of Great Britain and Northern Ireland.

Content sections were provided by:

Betzabe Butron Riveros, WHO; Kate Doyle, Promundo; Joanna Drazdzewska, Women and Children First UK; Ilgi Ertem, Ankara University; Jane Fisher, Monash University; Svetlana Drivdale, PATH; Matthew Frey, PATH; Liana Ghent, International Step by Step Association; Margaret Greene, Promundo; Patrick Hoffmann, Human Safety Net; Robert Hughes, London School of Hygiene and Tropical Medicine; Dan Irvine, World Vision; Romilla Karnati, MOMENTUM Country and Global Leadership, Save the Children; Vibha Krishnamurthy, Ummeed Child Development Center; Joan Lombardi, Early Opportunities; Rajesh Mehta, WHO; Ana Nieto, UNICEF; Katie Murphy, International Rescue Committee; Frank Oberklaid, The Royal Children's Hospital Melbourne and the Murdoch Children's Research Institute; Rafael Perez-Escamilla, Yale University; Linda Richter, University of the Witwatersrand; Mikey Rosato, Women and Children First UK; Sofia Segura-Pérez, Hispanic Health Council; Sweta Shah, Aga Khan Foundation; Kate Strong, WHO; Melanie Swan, Plan International; Zorica Trikic, International Step by Step Association; Francesca Vezzini, Human Safety Net; Cathryn Wood, Development Media International.

Additional contributions were made by:

Jamela Al-raiby, WHO; Judi Aubel, Grandmother Project; Frances Mary Beaton-Day, World Bank Group; Claudia Cappa, UNICEF; Vanessa Cavallera, WHO; Terrell Carter, American Academy of Pediatrics; Elga Filipa De Castro, UNICEF; Lucie Cluver, University of Oxford; Tom Davis, World Vision; Teshome Desta, WHO; Anne Detjen, UNICEF; Amanda Devercelli, World Bank Group; Erinna Dia, UNICEF; Tarun Dua, WHO; Leslie Elder, World Bank Group; Maya Elliott, UNICEF; Ghassan Issa, Arab Network for Early Childhood Development; Aleksandra Jovic, UNICEF; Boniface Kakhobwe, UNICEF; Masahiro Kato, UNICEF; Jamie Lachman, University of Oxford; Christina Laurenzi, Institute for Life Course Health Research, Stellenbosch University; Jane Lucas; Susanne Martin Herz, American Academy of Pediatrics; Colleen Murray, UNICEF; Daniel Page, Institute for Life Course Health Research, Stellenbosch University; Kiran Patel, American Academy of Pediatrics; Janna Patterson, American Academy of Pediatrics; Nicole Petrowski, UNICEF; Annie Portela, WHO; Chemba Raghavan, UNICEF; Nigel Rollins, WHO; Chiara Servili, WHO; Megan Song McHenry, American Academy of Pediatrics; Giorgio Tamburlini, Centro per la Salute del Bambino Onlus; Juana Willumsen, WHO; Shekufeh Zonji, ECDAN.

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Merci

Pour plus d'informations :
nurturing-care.org
ecdan.org

Rejoindre la conversation :
#NurturingCare
@NurturingCare

World Health Organization
WORLD BANK GROUP
unicef for every child
The Partnership for Maternal, Newborn & Child Health
ECDAN Early Childhood Development Action Network

Réflexions et idées

Rendue possible par

Boniface Kakhobwe
Spécialiste DPE
Section de la nutrition et du développement de l'enfant
UNICEF, New York

World Health Organization

unicef

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

Réflexions et idées

Dr Caroline Mwangi

Chef, Service de la santé néonatale et infantile

Ministère de la Santé, Kenya

Dr Oka René Kouame

Directeur Coordinateur, Programme National de Nutrition

Ministère de la Santé, de l'Hygiène Publique et de la Couverture Maladie Universelle, Côte d'Ivoire

Mélanie Picolo

Responsable du programme de santé maternelle, néonatale, infantile et nutritionnelle

PATH Mozambique

Dr Rajesh Mehta

Consultant auprès de l'Organisation mondiale de la santé

et

Ancien conseiller régional, Bureau régional de l'Asie du Sud-Est de l'Organisation mondiale de la Santé

World Health Organization

unicef for every child

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Early Childhood Development Action Network

Questions et réponses

Facilitée par
Shekufeh Zonji
Responsable technique mondial
Réseau d'action pour le développement de la petite enfance

World Health Organization

unicef

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Early Childhood Development Action Network

Ressources et événements

Sheila Manji
Spécialiste DPE
Unité de santé et du développement de l'enfant
Organisation mondiale de la santé, Genève

World Health Organization

unicef

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Mise en œuvre du *Cadre des soins attentifs*

Opérationnalisation des soins attentifs pour le DPE : le secteur de la santé aux côtés d'autres secteurs
https://nurturing-care.org/operationalization-of-the-nurturing-care-framework/

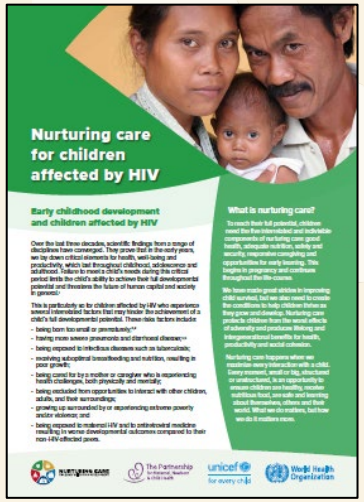
LIVRET **sur les soins attentifs**
https://nurturing-care.org/handbook

Guide pratique pour les soins attentifs
https://nurturing-care.org/practiceguide

Prochainement !

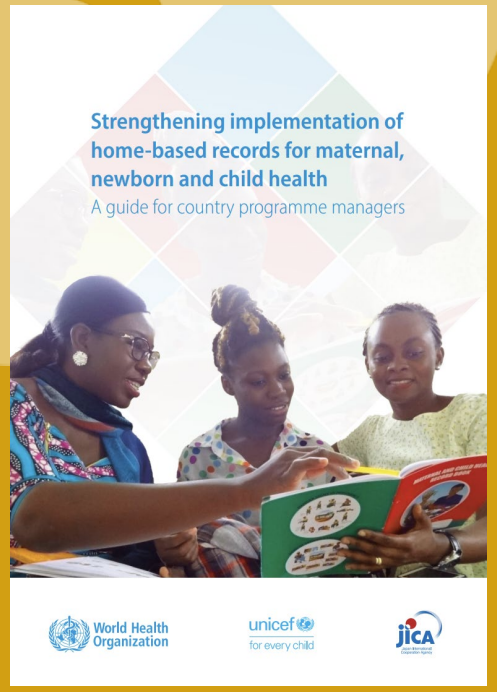
- ✓ Rapport d'avancement sur les soins attentifs (2018–2023)
- ✓ Note thématique : nourrir les jeunes enfants avec une nutrition correcte
- ✓ Note thématique : les enfants ayant des retards de développement et des handicaps

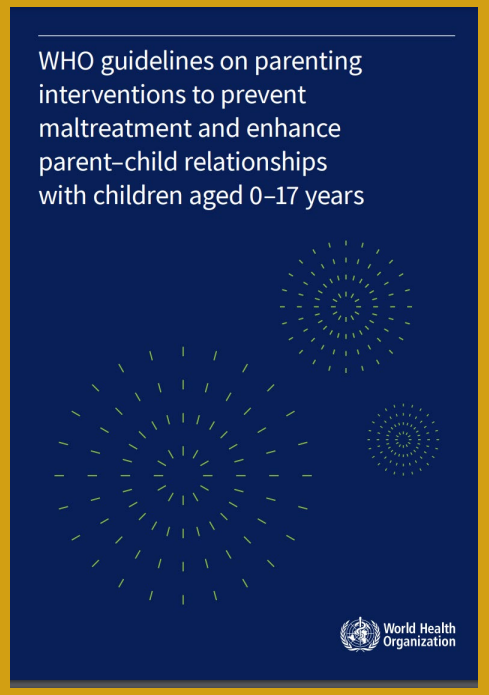
Notes thématiques sur les soins attentifs
https://nurturing-care.org/thematic-briefs



SITES WEB SUR LES SOINS ATTENTIFS
https://nurturing-care.org/

Ressources pertinentes





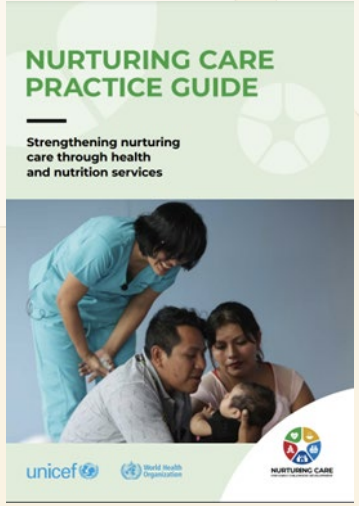
Renforcement de la mise en œuvre des fiches tenues à domicile pour la santé maternelle, néonatale et infantile : un guide pour les responsables des programmes des pays https://www.who.int/publications/i/item/9789240060586

Lignes directrices de l'OMS sur les interventions parentales visant à prévenir la maltraitance et à améliorer les relations parent-enfant avec les enfants âgés de 0 à 17 ans https://www.who.int/teams/social-determinants-of-health/violence-prevention/parenting-guidelines

Échelles mondiales pour le développement précoce (GSED) v1.0 https://www.who.int/publications/i/item/WHO-MSD-GSED-package-v1.0-2023.1

Prochainement ! Prendre soin du soignant

Évènements à venir



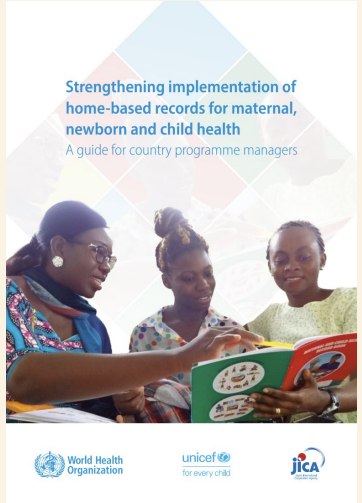
6 avril

Lancement régional du Guide pratique pour les soins attentifs—Europe et Asie centrale

Organisé dans le cadre de l'Initiative Systèmes de santé pour le DPE d'Europe et d'Asie centrale

4 h 30 EST/10 h 30 CEST/11 h 30 EAT/14 h IST (90 minutes)

Inscrivez-vous ici



20 avril

Lancement officiel du guide OMS-UNICEF-JICA sur le renforcement de la mise en œuvre des dossiers tenus à domicile pour la santé maternelle, néonatale et infantile

Organisé par l'OMS, l'UNICEF et la JICA, avec le soutien du Réseau pour l'amélioration de la qualité des soins de santé maternelle, néonatale et infantile et du sous-groupe sur la qualité des soins du groupe de travail sur la santé de l'enfant.

8 h HNE/14 h CEST (90 minutes)

Conclusion

Anshu Banerjee
Sous-Directeur général (a.i.), Division de la couverture sanitaire universelle et du parcours de vie et
Directeur, Département Santé de la mère, du nouveau-né, de l'enfant et de l'adolescent et du vieillissement, Organisation mondiale de la Santé, Genève

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