

THE WHOLE CHILD: HEALTH, COMMUNITY & EDUCATION

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Technical Assistance for Social Change (TASC)

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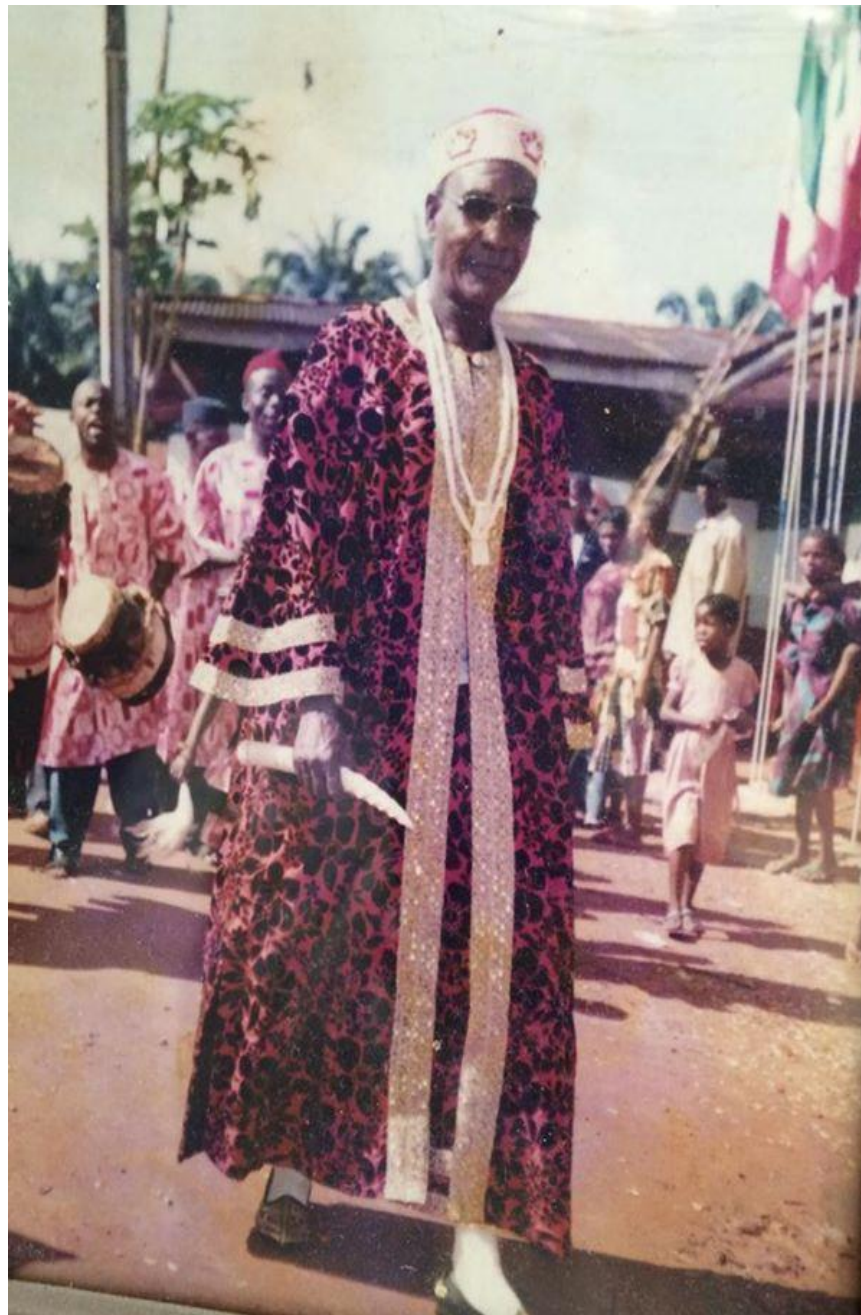


EVERY DAY, EVERYWHERE

Professional
Development and
Parent Education
workshops
throughout the
United States of
America, Australia,
Dubai, Hong Kong,
India, Japan, South
Korea, Malaysia,
Singapore, Nigeria
and Zambia.











WHY SHOULD WE CARE?

- We simply do not have a choice any more!
- Early Childhood Education is important because of its influence on development.
- The early years provide a “window of opportunity” to lay the foundations for the healthy development of language, social ability, thinking and physical skills.
- So our communities **MUST** realize that to fully attend to the whole child, we must view Early Childhood Education (ECE) as one of the critical Social Determinants of Health.



WHAT CAN WE DO?

1. Address quality ECE by creating the conditions for children – from gestation to 8 years of age – in order for them to thrive in their physical, socio-emotional, and language/cognitive development.
2. Pay attention to the three critical elements of healthy child development:
 - a. Stable, responsive, and nurturing care-giving
 - b. Safe, supportive, environments
 - c. Appropriate nutrition.



WHAT CAN WE DO?

3. Nature & Nurture - The brain develops most rapidly in the first few years of a child's life. The ongoing interchange between genes and different environments – within which children are born, grow, learn and live – shapes the developing brain.
4. Stable, caring, interactive relationships with adults – any way or any place they can be provided will benefit the healthy brain development of the children



WHAT CAN WE DO?

5. Safe, cohesive, child-centered neighborhoods, communities, and villages matter for early child development greatly.
6. High quality early childhood care and education programs can improve children's chances for success in later life.

Community must invest in early intervention timed to take advantage of crucial phases of brain development.

In particular it can improve the lives of the most disadvantaged and vulnerable children and their families, with profound consequences for societies at large.



WHAT CAN WE DO?

7. In order to improve the state of early child development, governments as well as the global communities need to continuously improve the conditions for families to nurture their children by addressing economic security, flexible work schedule, information and support, health and quality childcare needs.

Barriers of access to programs and services need to be removed for ALL children.



WHAT CAN WE DO?

8. Early childhood development is a cornerstone of human development and should be central to how we judge the successfulness of societies.

We must measure the state of early child development with a comparable approach throughout the state/nation/world.

Success happens when there is **partnership** with the world's families.



CHALLENGES TO SUCCESS

9. Many in the Early Childhood education community agree that child survival and child development are not in conflict but that program financing in the community has not yet reflected this understanding.

10. Other attributes of environments influence ECE as well. **Exposure to physical, biological, and chemical risks** during a child's early years can have significant, long-term, and adverse effects. Causes of under-5 mortality and morbidity include physical trauma, biological diseases, and chemical hazards such as mercury and lead toxicity.



YOU WANT TO HAVE A HEALTHY COMMUNITY?

- Pay attention to the whole child through a quality and culturally relevant Early Childhood Education of ALL children especially the most vulnerable.
- Race Matters!
- We are as strong as our most vulnerable neighborhoods.



YOU WANT TO HAVE A HEALTHY COMMUNITY?

- Tell the story! Use data to support an understanding of the "whole child," especially as it relates to children who are under-resourced.
- Disaggregate data- use neighborhood level data rather than entire zip-code.



EMPOWER COMMUNITY BASED ORGANIZATIONS

- Place Based
- Institutions of Trust
- Indigenous Leadership
- Neighborhood expertise
- Culturally Relevant



REFERENCES

- <https://www.ncbi.nlm.nih.gov/books/NBK310942/>
- http://www.who.int/maternal_child_adolescent/topics/child/development/10facts/en/



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