

# Early Childhood Development and Parenting:

Responding to the Crisis of Care and Learning

Chemba Raghavan,  
Acting Chief of Early Childhood Development (ECD)  
NYHQ

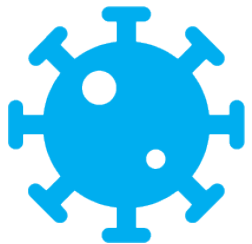


# Impact on Young Children and Parents/Caregivers

---



The current situation is likely to have a far reaching and long term impact on SDG indicator 4.2.1 – children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being.



COVID-19 pandemic: acute and long term crisis of care and learning.



Interruption of ECD services and increased stress due to health concerns, job insecurity, lockdowns etc. will negatively effect the ability of parents/caregivers to provide nurturing care.

# WHAT is Parenting?

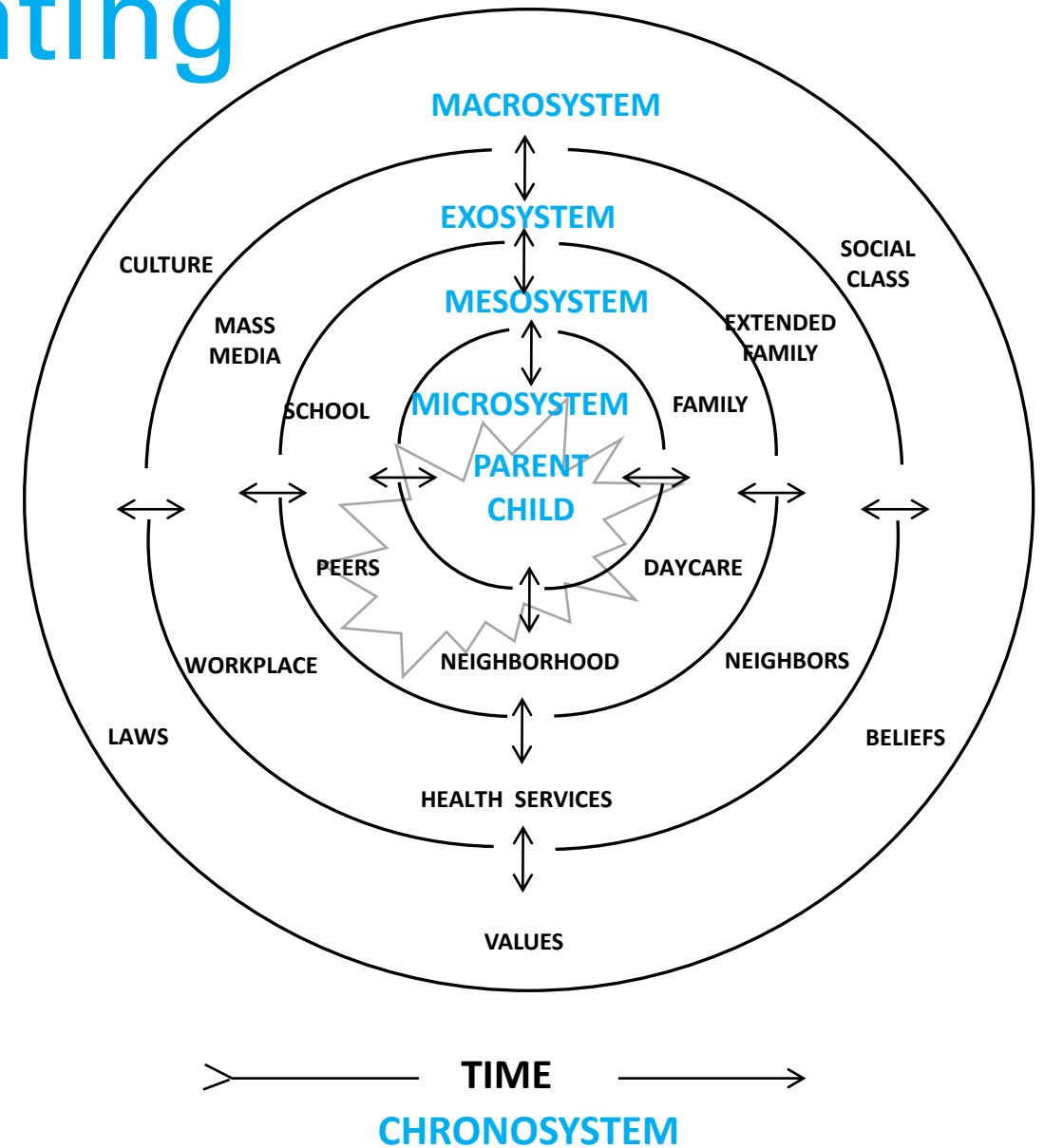
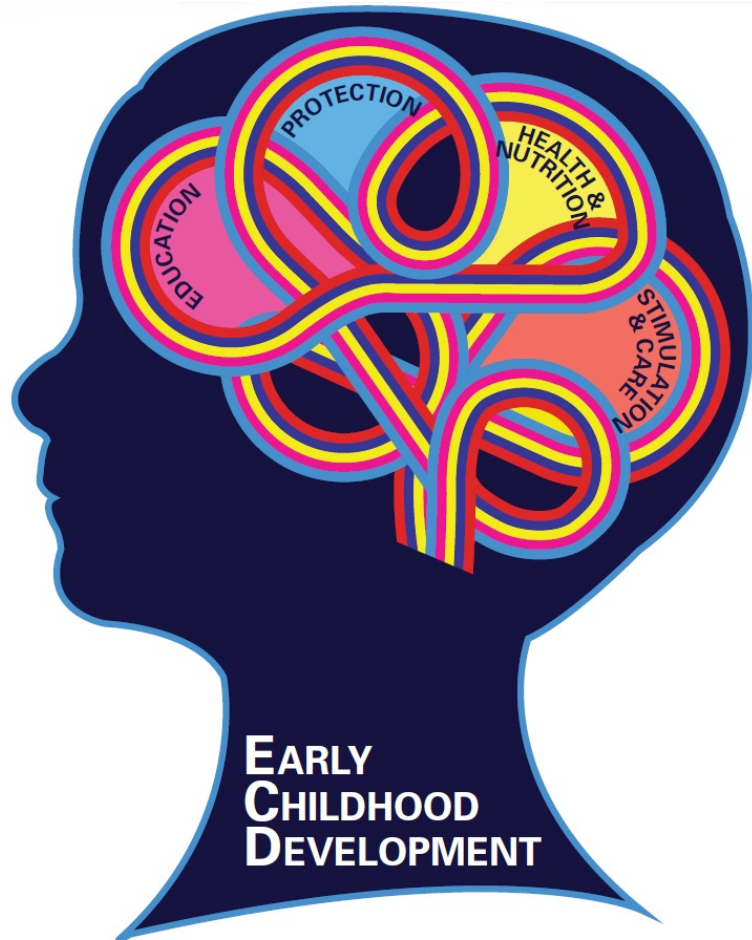
**Parenting:** Interactions, behaviours, emotions, knowledge, beliefs, attitudes and practices associated with the provision of nurturing care.

**Caregiver:** A person who is very closely attached to the child and responsible for their daily care and support. Primary caregivers include parents, families and other people who are directly responsible for the child at home. They also include carers outside the home, such as people working in organised day care.

**Parenting programmes:** A set of activities or services aimed at improving how parents approach and execute their role as parents across their child's life cycle, specifically their parenting knowledge, attitudes, skills, behaviours, and practices.



# WHY enhance parenting support?



# HOW: Approaches and parenting support



Strengthening enabling environments



Supporting strengthened workforce capacities and integrated services



Raising levels of awareness



Promoting positive gender norms and socialization



Empowering parents and communities



# Strengthening enabling environments



Public financing for children in ECD



Family-Friendly Policies

**FAMILY-FRIENDLY POLICIES AND OTHER GOOD WORKPLACE PRACTICES IN THE CONTEXT OF COVID-19:**  
Key steps employers can take

**INTERIM RECOMMENDATIONS, 27 MARCH 2020**  
This document builds on material developed by UNICEF EAPRO, UNICEF ESARO and the ILO. It is an interim guidance note, developed in a fast-evolving situation. It provides general recommendations that aim to help employers strengthen support for workers and their families. It needs to be adapted locally and to rapidly changing contexts. As the information contained in this document may date quickly, you are advised to check the sources and online information (via links) regularly.

unicef for every child | ILO International Labour Organization | UN WOMEN



# Supporting strengthened workforce capacities and integrated services



Nurturing Care Framework (NCF)



## ECD Kits for Emergencies



### Recommendations for Care for Child Development

	NEWBORN, BIRTH UP TO 1 WEEK	1 WEEK UP TO 6 MONTHS	6 MONTHS UP TO 9 MONTHS	9 MONTHS UP TO 12 MONTHS	12 MONTHS UP TO 2 YEARS	2 YEARS AND OLDER
<b>Your baby learns from birth</b>	<b>PLAY</b> Provide ways for your baby to see, hear, move arms and legs freely, and touch you. Gently soothe, stroke and hold your child. Skin to skin is good.	<b>PLAY</b> Provide ways for your child to see, hear, feel, move freely, and touch you. Slowly move colorful things for your child to see and reach for. Sample toys: rattle, rattle, big ring on a string.	<b>PLAY</b> Give your child clean, safe household things to handle, bang, and drop. Sample toys: containers with lids, metal pot and spoon.	<b>PLAY</b> Hide a child's favourite toy under a cloth or box. See if the child can find it. Play peek-a-boo.	<b>PLAY</b> Give your child things to stack up, and to put into containers and take out. Sample toys: Nesting and stacking objects, container and clothes clips.	<b>PLAY</b> Help your child count, name and compare things. Make simple toys for your child. Sample toys: Objects of different colours and shapes to sort, stick or chalk board puzzle.
<b>COMMUNICATE</b>	Look into baby's eyes and talk to your baby. When you are breastfeeding to a good time. Even a newborn baby sees your face and hears your voice.	<b>COMMUNICATE</b> Smile and laugh with your child. Talk to your child. Get a conversation going by copying your child's sounds or gestures.	<b>COMMUNICATE</b> Respond to your child's sounds and interests. Call the child's name, and see your child respond.	<b>COMMUNICATE</b> Tell your child the names of things and people. Show your child how to say things with hands, like "bye-bye". Sample toy: doll with face.	<b>COMMUNICATE</b> Ask your child simple questions. Respond to your child's attempts to talk. Show and talk about nature, pictures and things.	<b>COMMUNICATE</b> Encourage your child to talk and answer your child's questions. Teach your child names, songs and games. Talk about pictures or books. Sample toy: book with pictures.

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

## Care for Child Development (CCD) Package



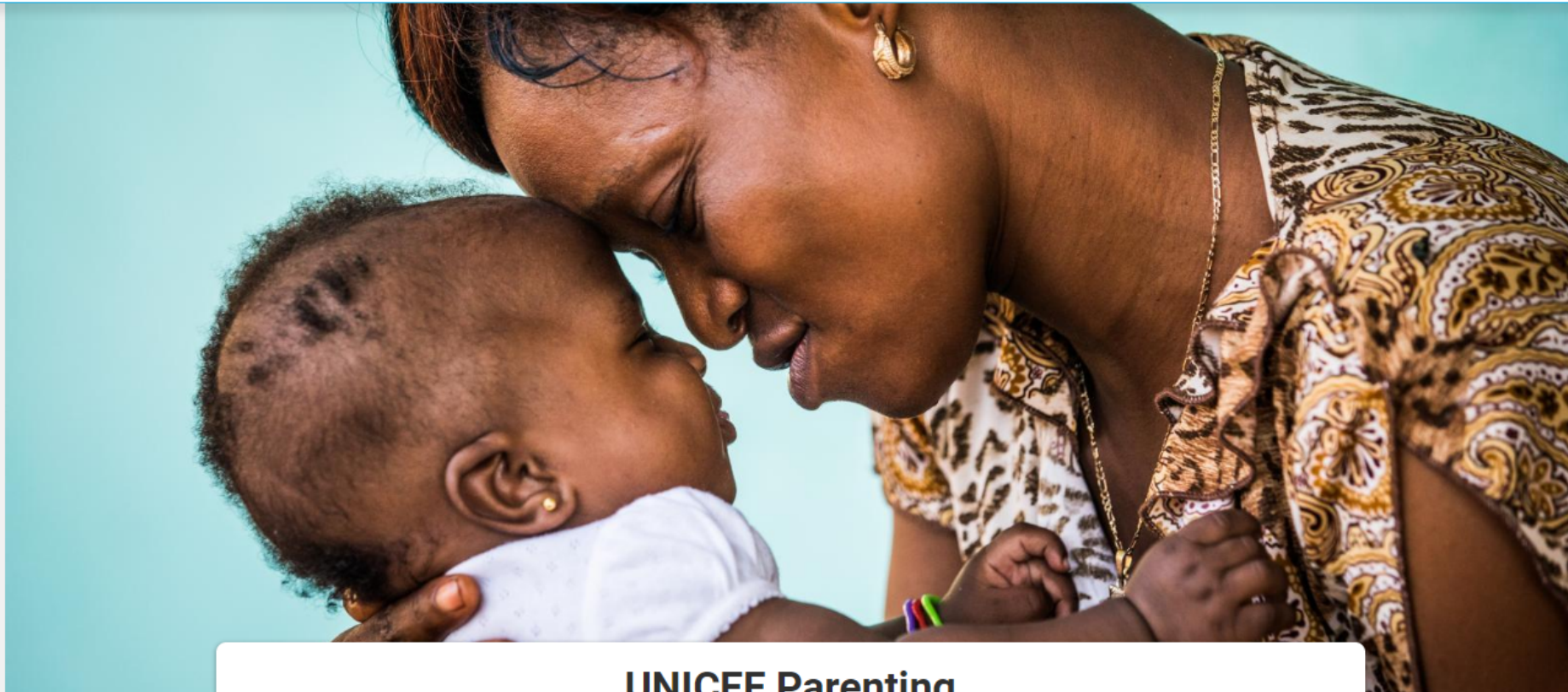
# Raising levels of awareness

unicef  for every child  
Parenting

CHILD CARE

HEALTH

FOOD AND NUTRITION



**UNICEF Parenting**

*Helping parents give children the best start in life.*



 [Page](#)

## [Coronavirus \(COVID-19\) guide for parents](#)

[What you need to know to keep your loved ones safe](#)

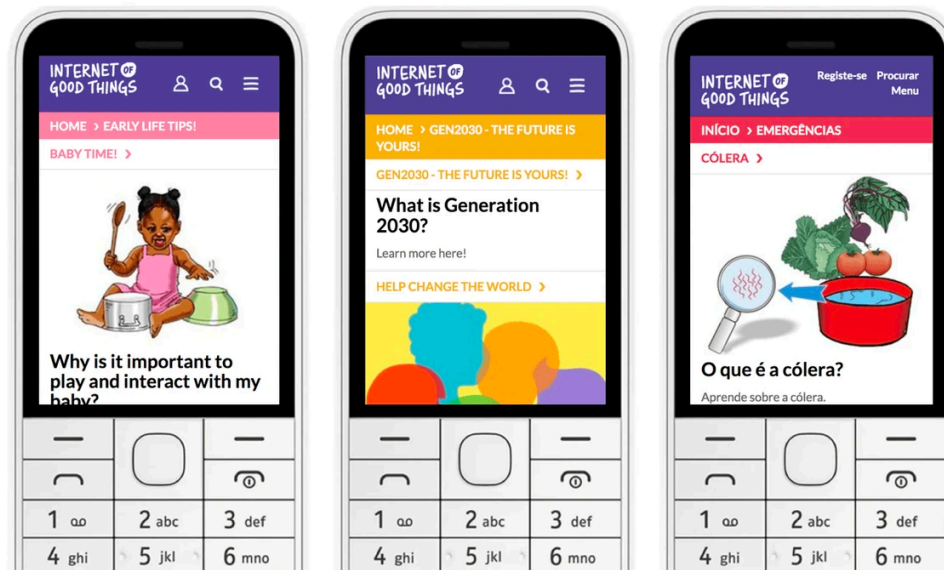
[> Visit the page](#)



# Internet of Good Things (IoGT)

A website that **enables free access to content** without data charges in **65 countries** via partnerships with MNOs and Free Basics by Facebook.

From April – August 2020, COVID-19 parenting resources reached **72.1 million** people in 90 languages, covering virtually every country in the world.



The screenshot shows the Internet of Good Things website interface. At the top, it says 'INTERNET OF GOOD THINGS' with 'Profile' and 'Menu' links. Below that, there's a banner for '#COVID19PARENTING' with the text 'Learning through play' and an illustration of two blue cartoon figures. The navigation path is 'HOME > CORONAVIRUS (COVID-19) > COVID-19 PARENTING > LEARNING THROUGH PLAY'. The main heading is 'Learning Through Play'. Below that, there are two sections: 'Why is Play Important?' and 'What are some movement games?'. The 'Why is Play Important?' section explains that language, numbers, objects, drama, and music games give children opportunities to explore and express themselves in a safe and fun way. The 'What are some movement games?' section lists two activities: creating a dance choreography to children's favorite songs and a 'Challenge' game involving toe touches, jumping jacks, or laps around the room.



# Promoting positive gender norms and socialization

---



## Fathers' engagement





# Empowering parents and communities



Modifications to CFC for COVID-19:

- Expansion of countries implementing the package
- Creation of digital version, for when in-person trainings are not feasible
- Tailoring content for emergencies, including COVID-19 specific content
- Development of assets to help parents/caregivers cope with pandemic-induced stress.

Caring for the Caregiver Package (CFC)

# How can you support?

1. Advocate to protect and **enhance public investment** in parenting support programmes;
2. Provide continued **emphasis and elevate the importance of ECD parenting services and interventions**, and a range of modalities for continued support to parents during and in the aftermath of the pandemic;
3. **Enhance direct support to parents with tools and tips**, including specific support to parents.'
  - Promote support for the mental health and emotional wellbeing of caregivers and children
    - focus on the most vulnerable and marginalized, including families living in conflict settings, displaced families those with pre-existing mental health needs and families of children with disabilities;
4. **Empower parents, policy makers and key stakeholders** with the latest evidence on parenting practices, child wellbeing and their own mental health.



THANK  
YOU!