

**Integration of health and education in
an early human development
program: Lessons from Latin America**

Alfredo R. Tinajero

May 14, 2009



Photo: Fernando Sanchez Cobo



Photo: Fernando Sanchez Cobo

Some Non-medical determinants that affect health and human development

Non-medical
determinants
that affect health

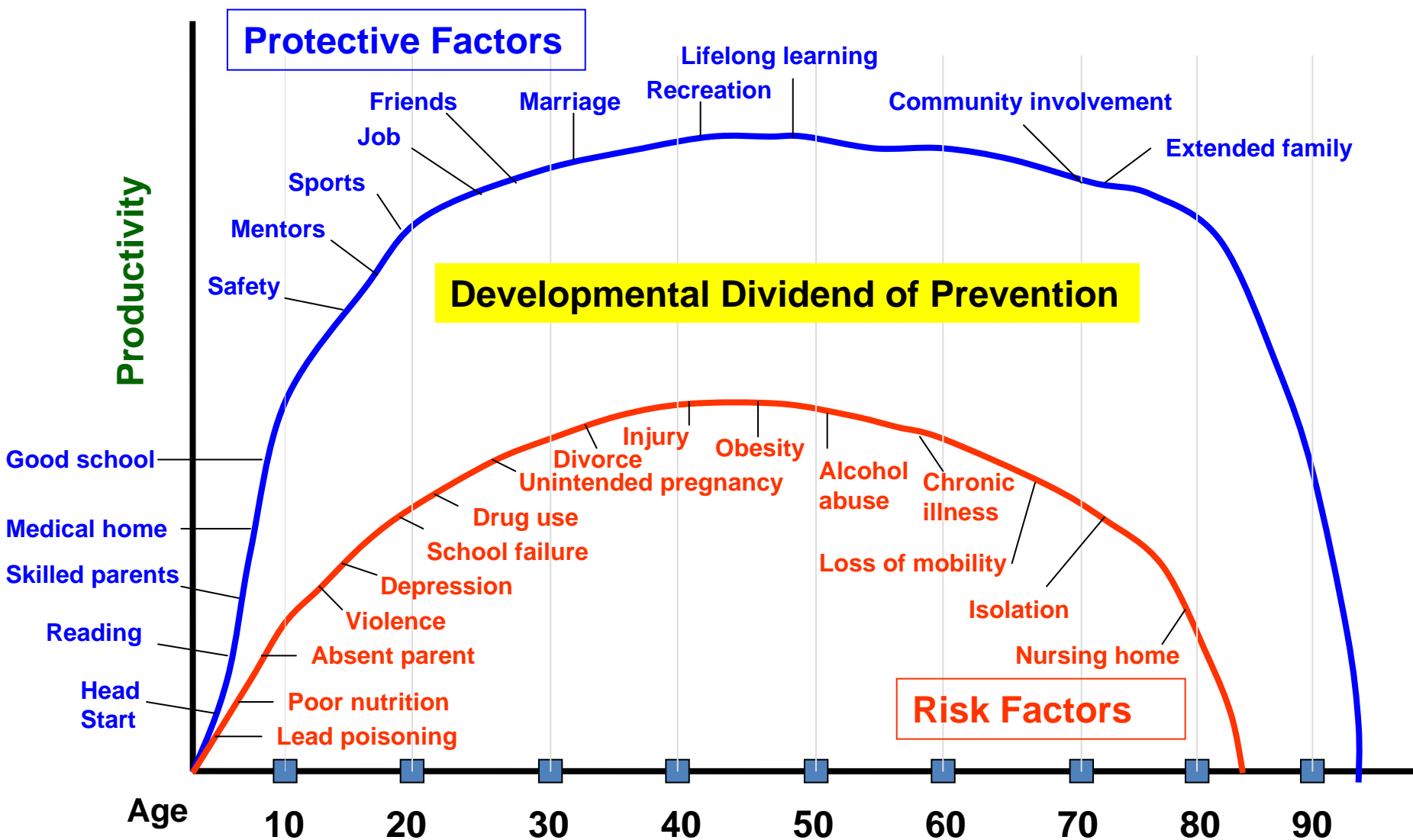
- Education
- Nutrition
- Housing
- Employment
- Social cohesion
- Family relations
- Migration



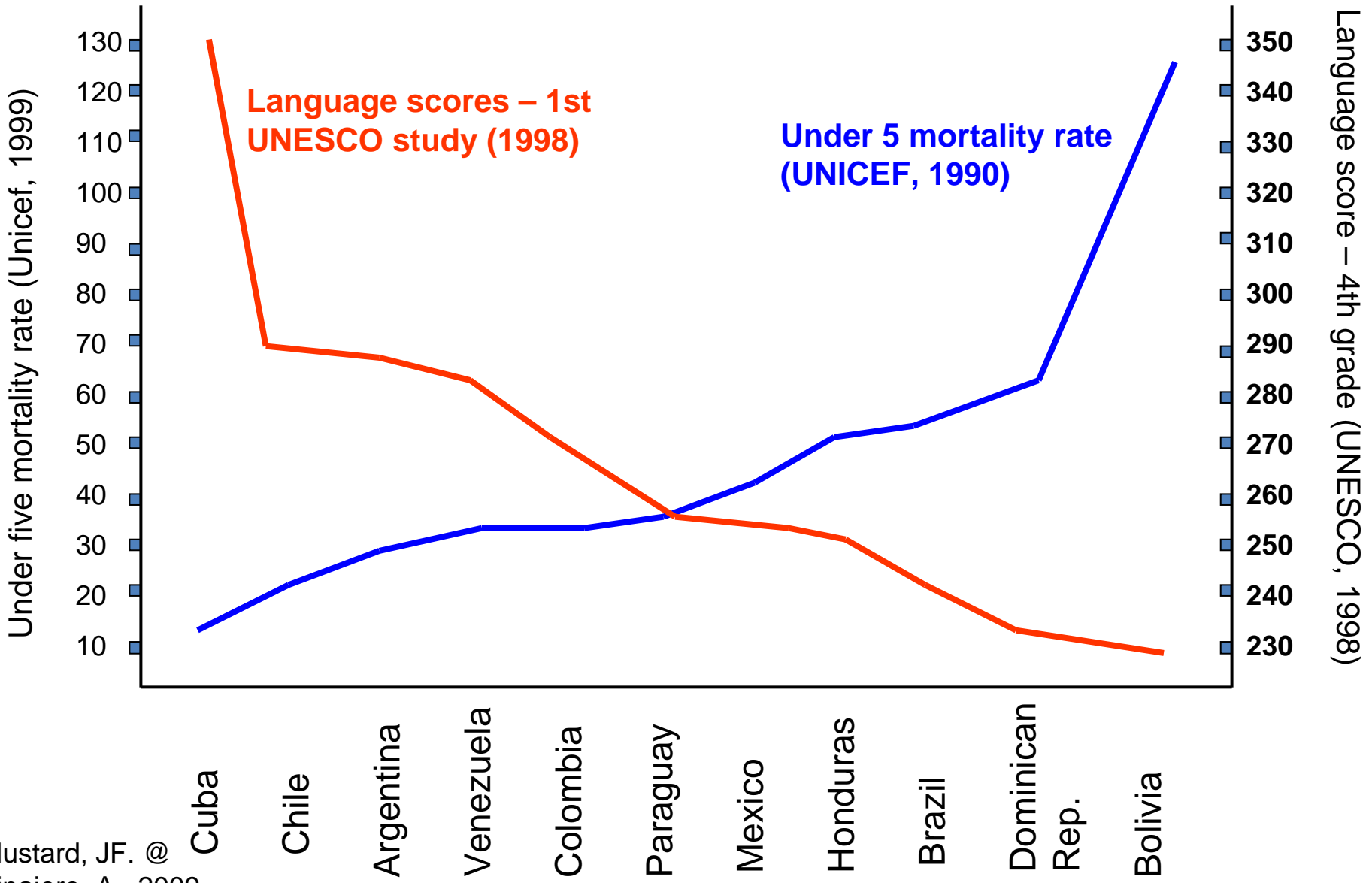
Developmental
trajectory (health,
learning & behavior)

**Human development
experiences**

Trajectories of Health and Human Development (WM Hollinshead-2006, after Halfon et al)



Association between Under 5 Mortality Rate and Results from the 1st UNESCO study (1998)



Early Development Instrument (EDI)

- Physical health, activity, and well-being
- Social knowledge and competence
- Emotional health/maturity
- Language and cognitive development
- Communication skills and general knowledge

Vancouver EDI Reading

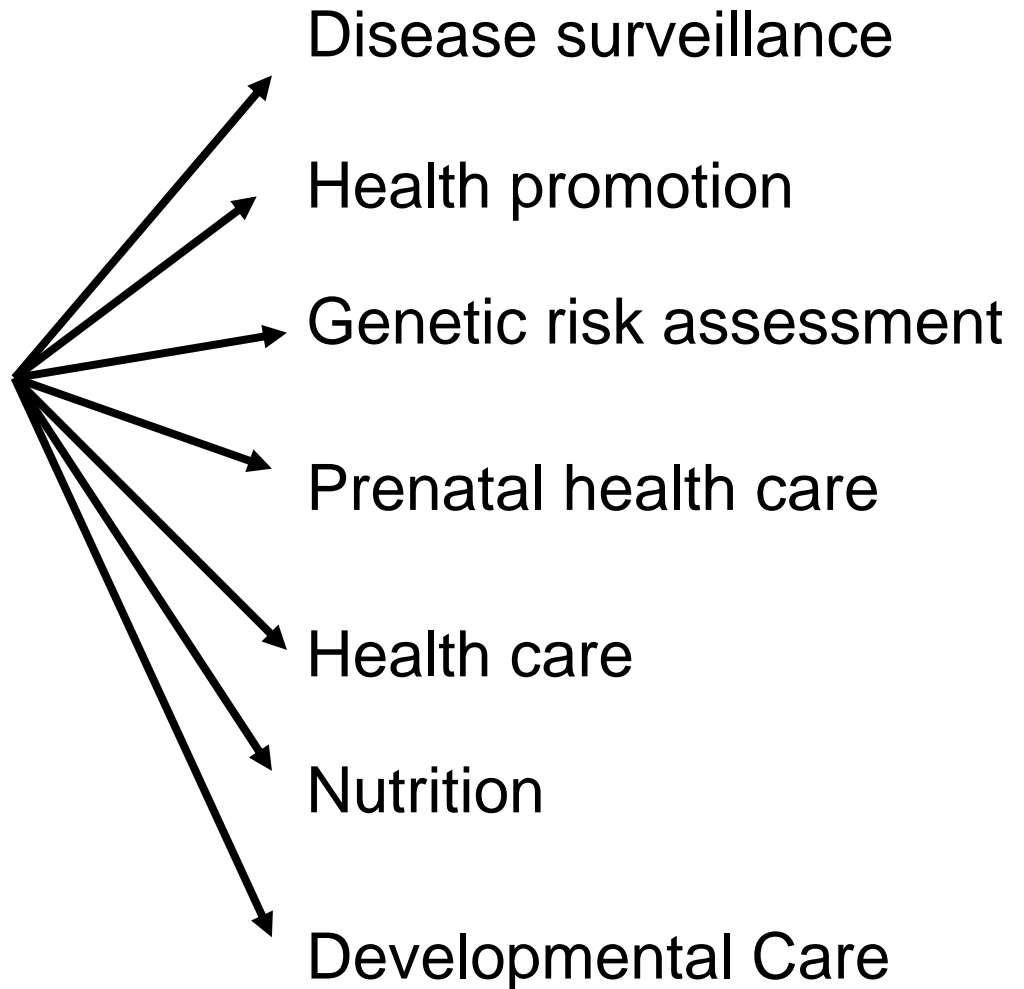
| # of EDI Vulnerabilities | % Failing Grade 4 | % Not Passing Grade 4 |
|-----------------------------|----------------------|--------------------------|
| 0 | 13.6 | 17.8 |
| 1 | 26.7 | 33.9 |
| 2-3 | 29.5 | 43.1 |
| 4-5 | 48.4 | 68.3 |

1. Description of the early human development program in Cuba

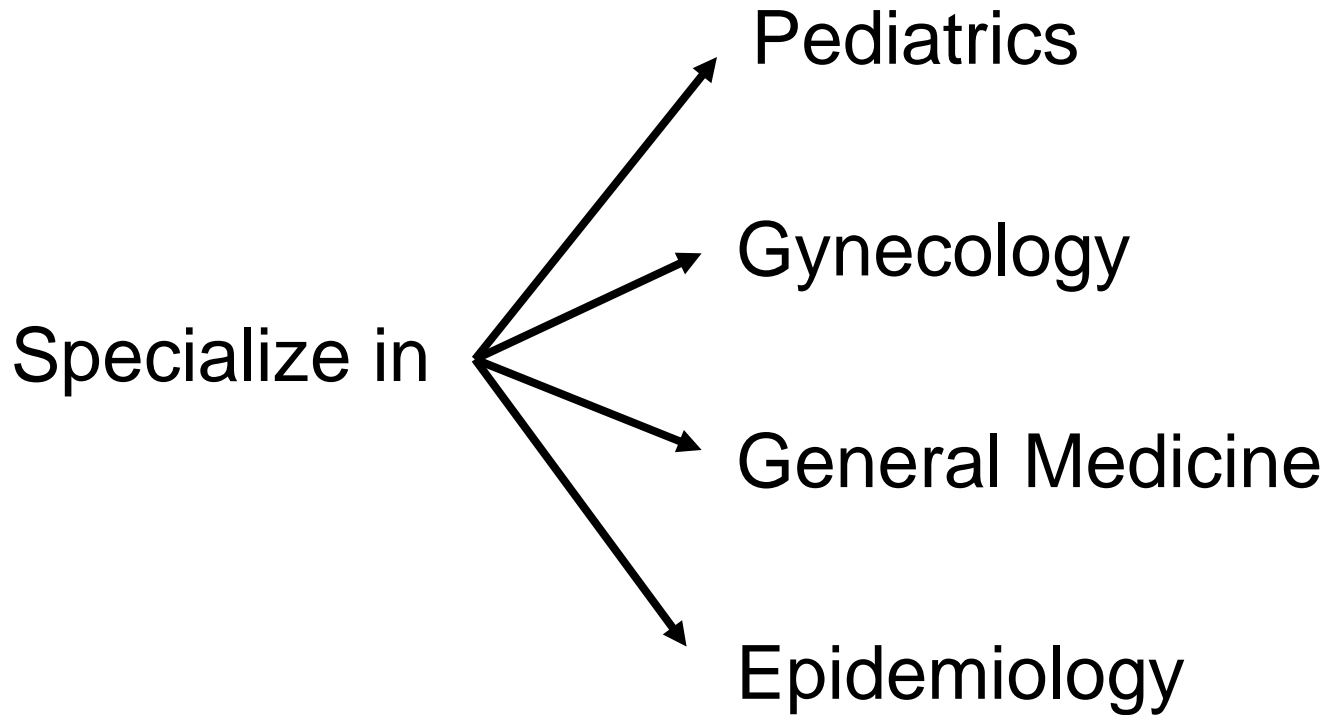
Health

Community Polyclinics

**Services provided by
Community Polyclinics**



Family doctors



Family doctors

- Provide primary developmental health care for children, pregnant women, adults, families, schools, early education programs, and the community
- Carry out health promotion and education, disease prevention, diagnose diseases, and design annual health plans

Early education: Program Educate Your Child

Characteristics of the Program:

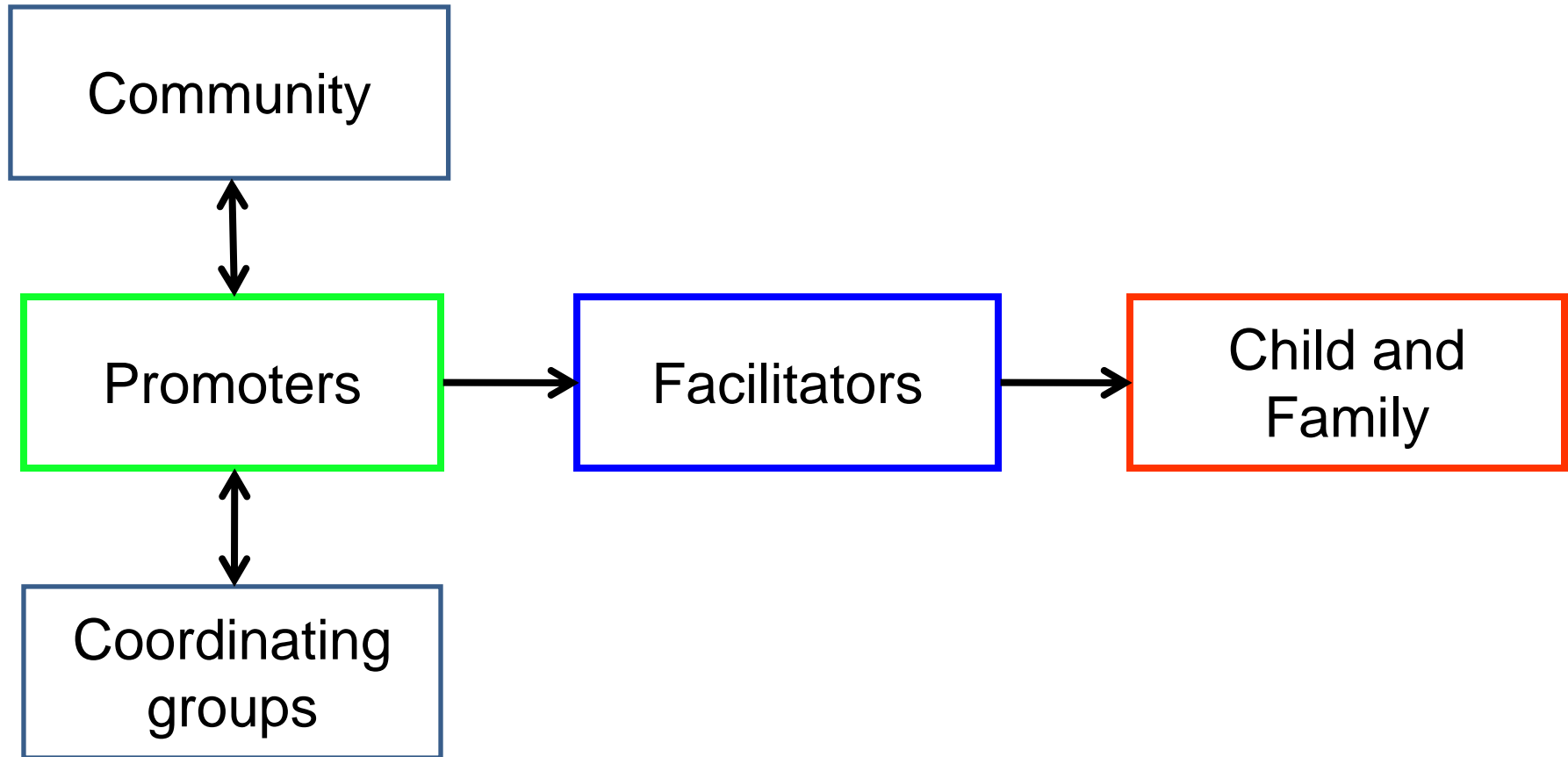
- Family based
- Community oriented
- Non-institutionalized
- Multisector model

Description of the Program

Age Range 0-2 → Home visits → 1 hour, once or twice a week

Age Range 3-6 → Group sessions, in the community → 2 hour sessions, once or twice a week

Educate Your Child Promoters and Facilitators



Background of the Educate Your Child Promoters and Facilitators

| | Promoters | Facilitators |
|------------------|-----------|--------------|
| Education | 40% | 22% |
| Health | 30% | 43% |

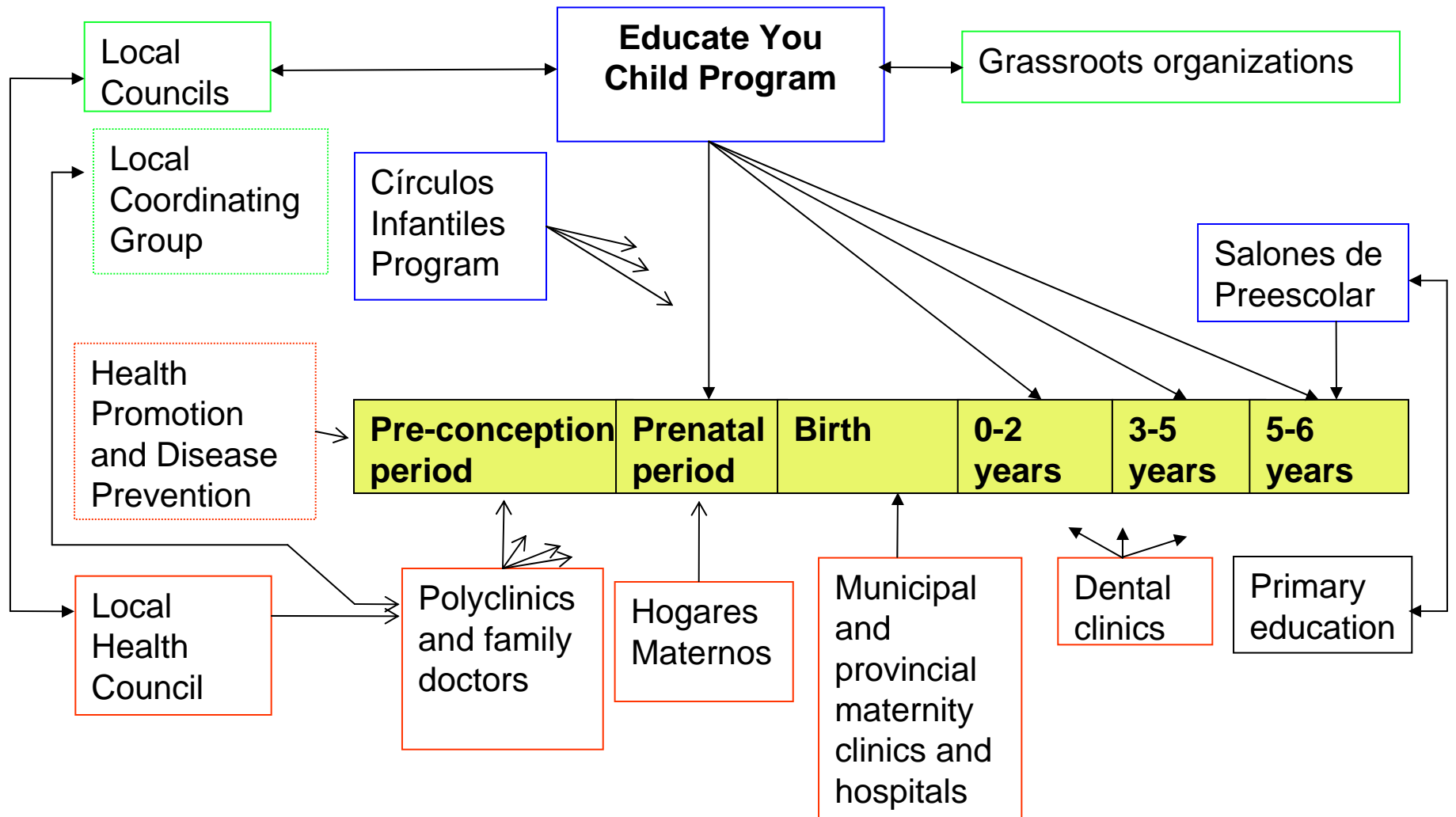
**Integration of health and education in
an early human development program:
Two examples from Latin America**

Cuba

Characteristics of the early human development program in Cuba

- Universal
- Covers both health care and the non-medical determinants that affect health
- Covers all developmental stages (prenatal, perinatal, postnatal, first years of life)
- Trains all players involved in basic concepts of child development
- Participation of the family, the community, and other key individuals in the child's development

The Educate Your Child Program and Coordination with the Local Network of Child Development Programs



**CENDI Program
Monterrey - Mexico**

HOW CENDI units operate

- Concept: Early human development units for pregnant mothers and children ages 0-5
- Working teams: Educators, pediatricians, nutritionists, social workers, psychologists, and other professionals coordinate actions
- Program services: Combination of high quality health and educational experiences
- Monitoring of child development: Constant (health, learning, and behavior)
- Family involvement: High participation

Percentage of Vulnerable Children according to EDI scores CENDI – Monterrey

| | No. Children | % Vulnerable |
|---------------|--------------|--------------|
| CENDI | 341 | 18.2 |
| Informal Care | 789 | 38.0 |

3. Lessons from Cuba and CENDI (Mexico)

Lessons (Authorities – agencies – working teams)

- Obtain the political will and compromise
- Build inter-program and inter-agency partnerships
- Build integrated working teams with health and education professionals
- Design and implement Action Plans

Lessons (Child – family - community)

- Provide services right from birth (if possible from pregnancy)
- Monitor child development
- Accountability actions are important
- Give the family and the community a more proactive role

Association between years of pre-primary enrolment and Language development (grade 4)

| Years of enrolment Pre-Primary Education 3-5 years (1999) | | | %Level III and IV - Language 2nd UNESCO Study 2008 | |
|---|-----|----|---|----------------|
| Cuba | 100 | ↔ | 50,68 | Cuba |
| Costa Rica | 84 | ↔ | 34,59 | Costa Rica |
| Chile | 77 | ↗↘ | 29,45 | Uruguay |
| Uruguay | 59 | ↙↘ | 29,26 | Chile |
| Argentina | 57 | ↔ | 19,22 | Argentina |
| Peru | 55 | ↗↘ | 17,8 | Colombia |
| Colombia | 36 | ↙↘ | 9,45 | Peru |
| Dominican | 34 | ↗↘ | 7,23 | Paraguay |
| Paraguay | 27 | ↙↘ | 1,39 | Dominican Rep. |

Marmot – World Health report (2008)

Recommendation 5.1

WHO and UN Children's Fund (UNICEF) set up an interagency mechanism to ensure policy coherence for early child development such that, across agencies, a comprehensive approach to early child development is acted on.