

Prescription to Play: A Framework to Integrate, Scale-up and Sustain Playful Parenting in Health Systems



AGENDA



Why Prescription to Play?



What is Prescription to Play?



What have we learned so far?

Why Prescription to Play?

Context in Bhutan



Seven out of ten caregivers do not tell their baby stories (pilot baseline).



Seven out of ten caregivers do not read to their baby (pilot baseline).



Every other baby from birth to 17 months is spanked (baseline).



Three out of ten babies from birth to 17 months are criticized (baseline).



One baby in five from birth to 17 months is shaken (baseline).

Community shared that:

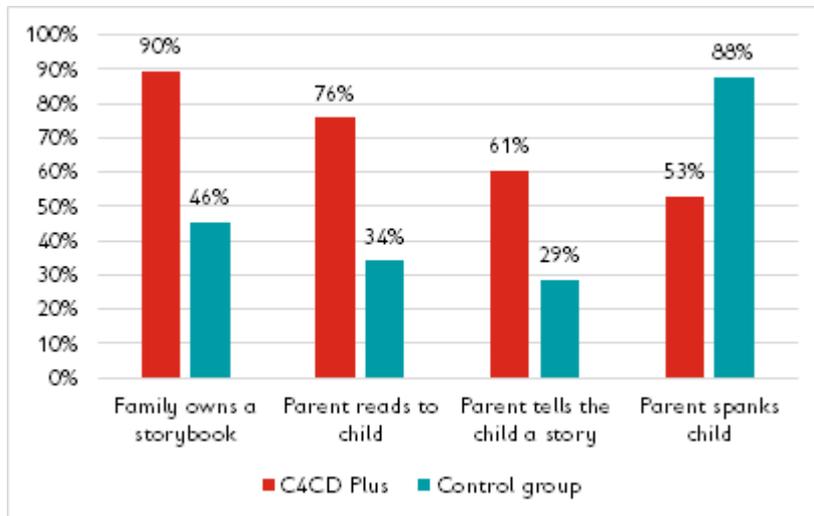
- They have limited knowledge of how to play with their children and the long-term benefits of playful parenting.
- They are unaware of the negative effects of harsh discipline and do not know of alternative approaches.

Why Prescription to Play?

Findings from the Pilot Project



Significant Positive Effects on Parenting Practices



BHUTAN

- 12 monthly group parenting
- A take home card.
- The intervention group was:
 - Twice as likely to tell stories or read to their children
 - Had significantly more homemade toys
- The effect was strongest for families with fewer home possessions.

“Play makes children smart and happy, and if my child is happy, I am happy.”

Why Prescription to Play?

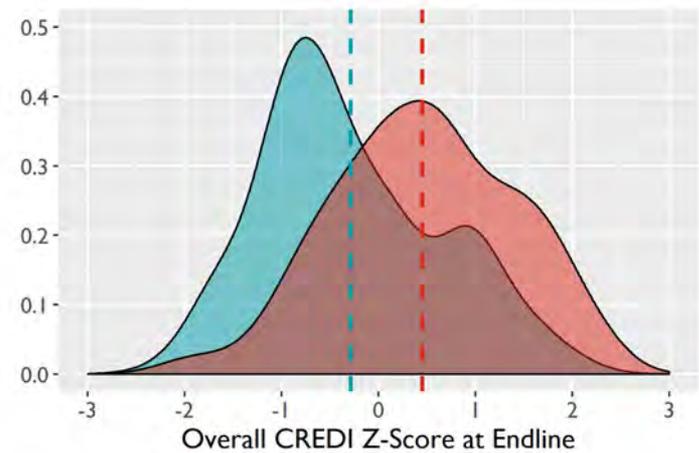
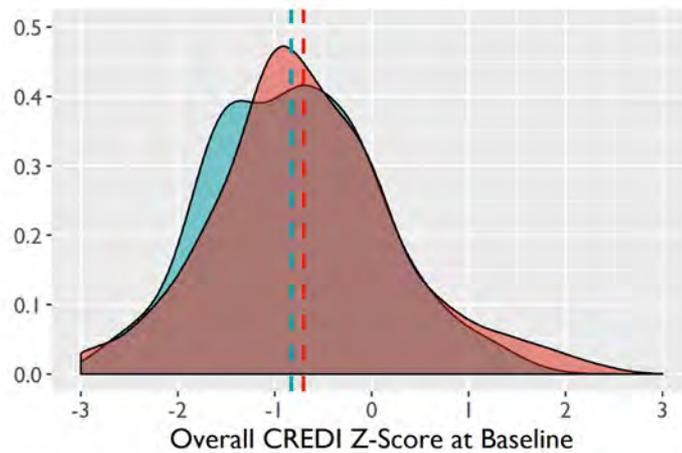
Findings from the Pilot Project



Child Development

Distributions of CREDI at baseline and endline

- CREDI
- Motor
- Cognitive
- Language
- Social-Emotional
- Mental Health

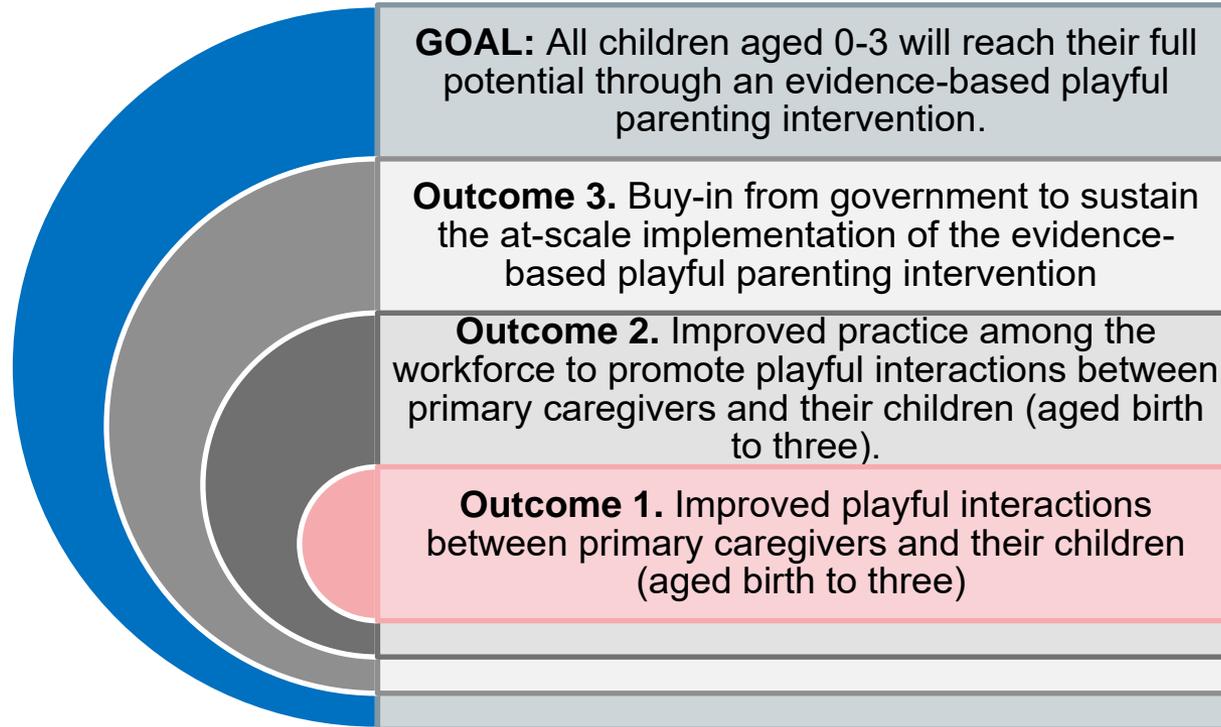


Treatment group

- Control
- Treatment

What is Prescription to Play?

Overview of the Approach



Mothers, fathers and other caregivers of children from **birth to three years** engage babies and toddlers, including those with **disabilities**, in the **playful and responsive back-and-forth interactions** that are essential for healthy brain development.

What is Prescription to Play?

Overview of the Approach



Early Learning

- I can enjoy a story book with my baby by just talking about the pictures
- Babies with disabilities can grow strong and thrive in a playful family



Responsive Care

- If your baby is crying or acting out check to see if s/he is hungry, tired, uncomfortable or angry and meet his or her needs



Safety and Security

- Shaking and hitting your child can cause disability and even death

What is Prescription to Play?

Key Activities



What Have We Learned So Far?

Research Tools



Fidelity of Implementation



Quality Improvement + Plan-Do-Study-Act



Experience-Based Co-Design



KAP Survey



CREDI



What Have We Learned So Far?

From the Perspective of Health Workers



	Initial	During Survey
1. Very uncertain (%)	0.9	1.9
2. Only a little confident (%)	2.8	0.9
3. Somewhat confident (%)	35.8	23.6
4. Mostly confident (%)	49.1	56.6
5. Very confident (%)	11.3	17

“We received good feedbacks from them [caregivers] that these group sessions have helped both parents and children in many ways unlike before attending the sessions.”

A health worker from Haa District shared, ***“The session is going well and good till date and caregivers find that it's helpful and important for building their child's future.”***

What Have We Learned So Far? From the Perspective of Caregivers



"I don't hit or yell at my child, because I learned through the sessions that, spanking or yelling at them increases aggression or it is ineffective in changing their behavior, and it does not work well as they might feel anxious and might not let their emotions out.

So, I teach them calmly and be considerate even if they do something wrong".

	Mother (%)	Father (%)
Likes the PP content	90.6	83.6
Likes the form of delivery	84.0	65.6
Prefers talk on topics beyond PP	58.5	55.0
Likes meeting frequency	60.4	34.5
Need more incentives to adopt PP	84.0	56.3



What Have We Learned So Far?

Sustainability



“

I am encouraging the mothers to bring their husband too to attend the session and know the meaning of play and interaction which will be very helpful for their babies' brain development to be healthy, happy and smart and do better in the school performances.

”

Nigma Dolma
Health Assistant,
Laya Primary Health Center,
Gasa, Bhutan



Thank You

“It is in our hands to build a better future for our children.”



His Majesty The King of Bhutan, 2019



Save the Children

THE THRIVE BY FIVE
PROGRAM WILL PROVIDE
ACCESSIBLE AND FAMILIAR
INFORMATION TO PARENTS
AND CAREGIVERS
AROUND THE WORLD.



THRIVE BY FIVE MINDEROO INTERNATIONAL



MINDEROO FOUNDATION



WHO WE ARE

Established by Andrew and Nicola Forrest in 2001, Minderoo Foundation is one of Asia Pacific's largest philanthropic organisations.

OUR VISION

Arrest unfairness & create opportunities to better the world.

21 YEARS OF OPERATION

900+ FOUNDATION OF TEAM MEMBERS

246 ACTIVE PARTNERS

11 INITIATIVES

CONTEXT & VISION



Increase Awareness



Empower Parents & Caregivers



Familiar & Accessible Information



Create a Movement for Change



ACTIONS & DELIVERY



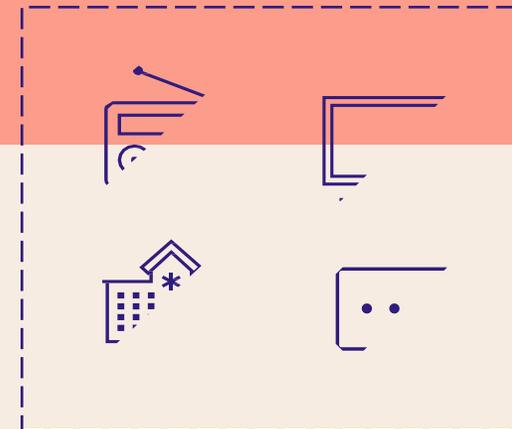
Thrive by Five
TEDTalk



Thrive by Five
App



Thrive by Five
Content



WATCH THE FILM NOW:
minderoo.org/mollys-ted-talk/#watch



AFGHANISTAN CASE STUDY



COLLECTIVE ACTIONS



The content includes two sections: The Why and **Activity Pop Ups**

THE WHY

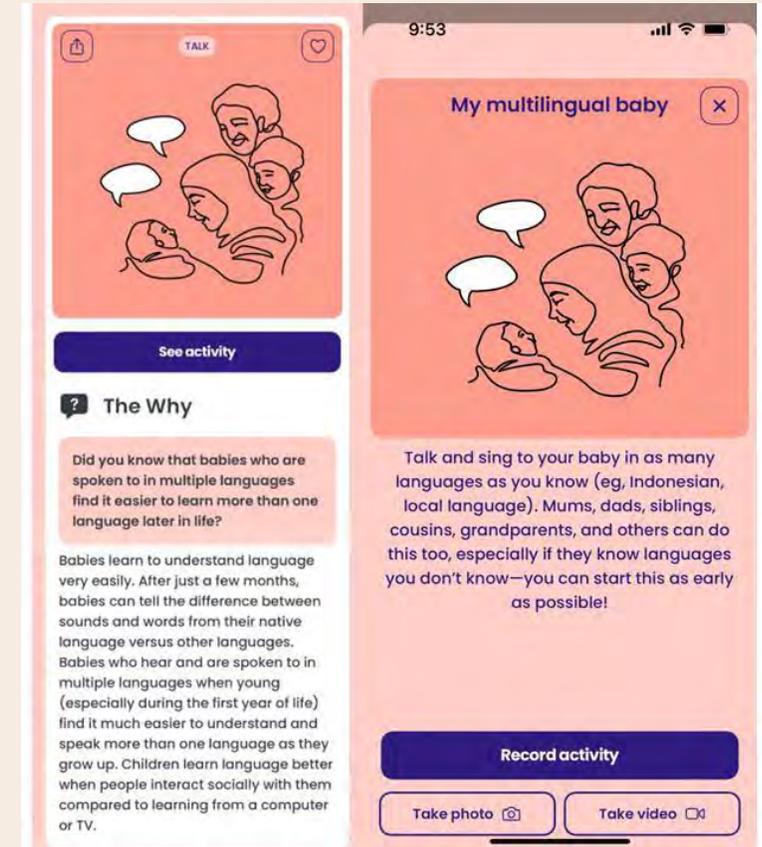
“The Why” provides the scientific backgrounds of each activity, highlighting potential benefits based on the latest research in lay language.

ACTIVITY POP UPS

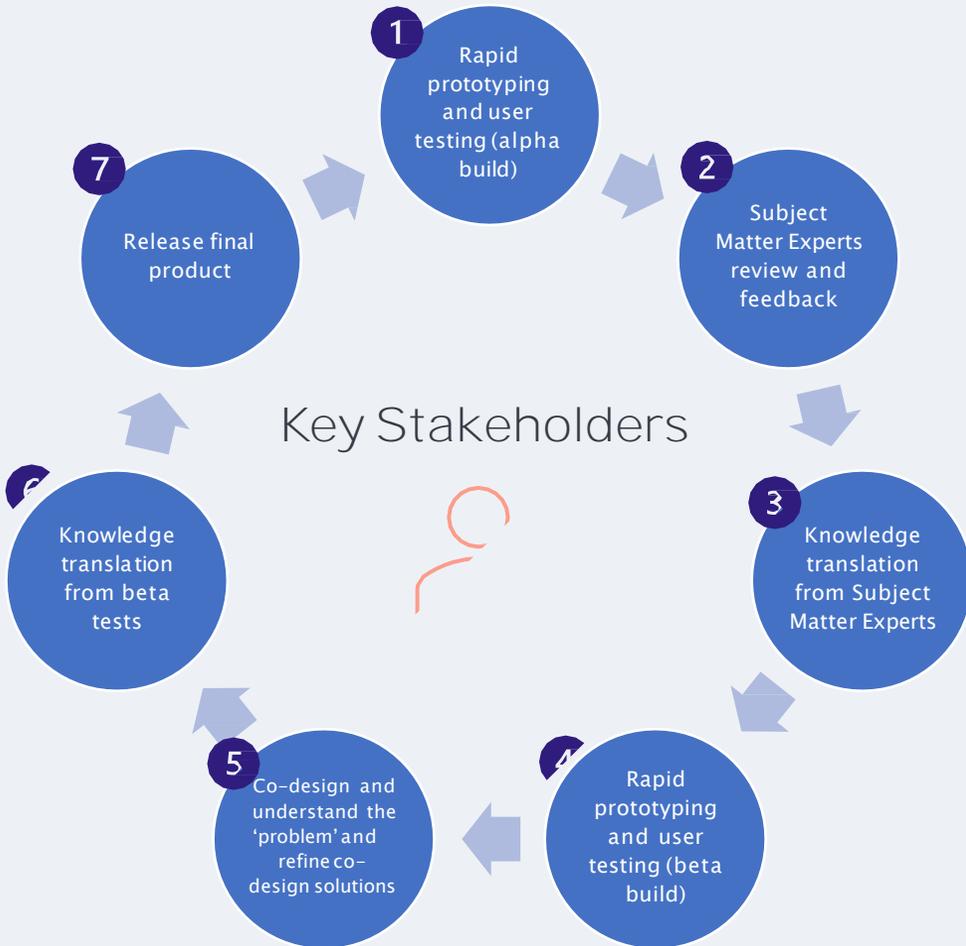
These are activities that parents, extended family and trusted members of the community can engage in with the child.

Wherever possible, all activities include examples of local games, children’s books/authors, songs, dances, locations, etc.

The Afghan iteration of Thrive by Five includes more than 100 Collective Actions.



CO-DESIGN & ITERATIVE CONTENT REFINEMENT



- The preliminary content base was developed based on learnings from:
 - Comprehensive anthropological literature reviews;
 - An in-depth search for local examples; and
 - Contributions from local subject matter experts.
- A test app is then developed for users to allow participants to test out the app features, functions, and content.

- A series of eight co-design workshops were conducted in 2021 and 2022 to explore:
 - Cultural appropriateness and relevance;
 - Desired attributes, skills and values for children;
 - Gaps in knowledge of early childhood development and nurturing care;
 - Essential caregivers for a young child;
 - App 'look and feel';
 - Usability and acceptability;
 - Barriers to uptake and adoption of the app; and
 - Alternate modes of content delivery.



JMIR Res Protoc. 2022 Aug 29. doi: 10.2196/39225. [Epub ahead of print]

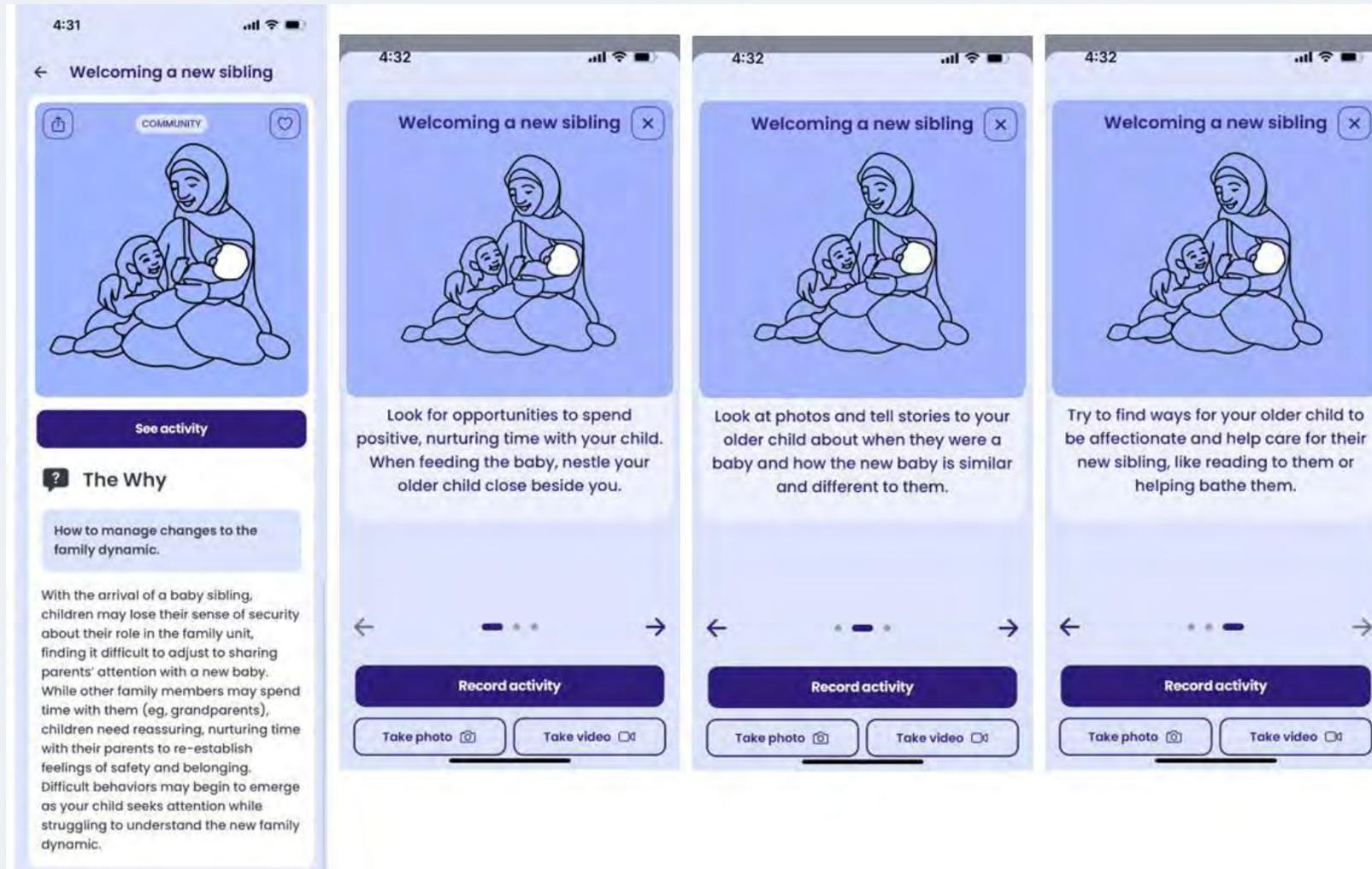
Co-designing a parenting app to support young children's socioemotional and cognitive development in culturally diverse lower- and middle-income countries: A protocol paper.

LaMonica HM¹, Crouse JJ¹, Song YJC¹, Alam M¹, Ekambareshwar M¹, Loblay V², Yoon A¹, Cha G¹, Wilson C¹, Sweeney-Nash M¹, Foo N³, Teo M³, Perhirin M⁴, Troy J⁵, Hickie IB¹.

AFGHAN EXAMPLES OF CONTENT REFINEMENTS

Themes	Workshop Observations	Changes to Content
Safety Concerns	<p><i>“Parents need to be aware-some parents have phobia about letting children go outside and explore ...There could be explosives and bombs outside - Parents need to warn children about picking up objects from the ground by themselves – unless an older adult is with them – we need to consider the safety issue for children” - Expert</i></p>	<p>Activities which included only outdoor activities were revised to include an indoor alternative (e.g., climbing stairs or objects in the home instead of trees). Where possible additional indoor-based activities were included.</p>
Restrictions on Music	<p><i>“Singing (lullabies) is not a problem if we do it at home” - Parent</i></p>	<p>To try to protect the safety of parents and children, all Collective Actions that referenced music (eg, ‘Moving to music’, ‘Let’s dance!’, ‘Feel the rhythm!’) that might be done outside of the home were removed from the app. Those that included singing in the home, however, were retained.</p>
Roles of Fathers, Siblings, and Extended Family	<p>The daily routines of mothers can be quite stressful as they are often responsible for caring for children (often multiple) as well as extended family members in the household and managing domestic tasks and responsibilities. Encouragement of fathers, siblings and extended family involvement in activities was suggested.</p>	<p>Several Collective Actions were revised to explicitly encourage the involvement of fathers, older siblings, and extended family in activities (e.g., reading, playing games).</p>

DEVELOPING NEW CONTENT FOR AFGHANISTAN



IMPACT EVALUATION

Primary Aim:

The impact of the content on childrearing knowledge, behaviours, attitudes and confidence, and the connection between child and parent, family, and community.



Secondary Aims include the Evaluation of:

- Barriers to and facilitators of adopting the activities;
- The cultural appropriateness and relevance of the app and its content;
- The quality, usability and acceptability of the app;



App
Release



Survey

Survey assessing: knowledge gain, parenting confidence and self-efficacy, parent-child connection, and usability of app

(Four-Weeks Post-Implementation)



THE UNIVERSITY OF
SYDNEY
—
Brain and Mind
Centre

IMPACT EVALUATION



More fathers (n=82) completed the survey compared to mothers (n=22).

The average age of participants was 30-years, with fathers being older than mothers.

Fathers were more likely to be the sole user of the app in the household despite not being the primary caregiver.

Overall usability was reported as good, but more mothers also reported the app to be complex and inconsistent which may have impacted their interest in using the app.

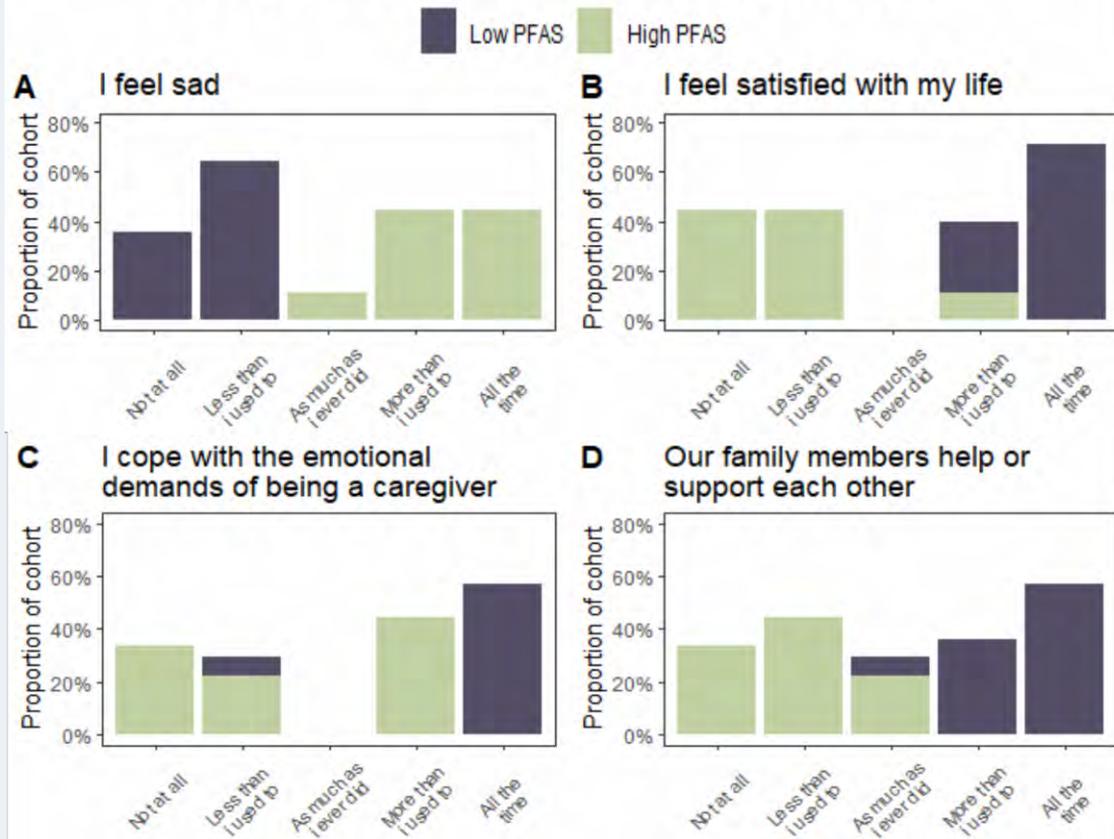
Activities related to singing were the most frequently accessed which is striking given the restrictions on music in the country.

All but two participants indicated that engaging with the app content made them feel more connected to their child.

Parents/caregivers agreed that the content helped their child connect with their culture and community.

AFGHAN OUTCOMES: A STORY OF TWO GROUPS OF MOTHERS

Figure 11. Comparisons of mothers with low vs high PFAS



One group of mothers was coping well with the demands of childrearing and reporting more frequent use of nurturing parenting practices.

But, approximately 40% of mothers in the sample were struggling with the emotional demands of parenting, feelings of sadness, and lack of support as well as engaging in more negative parenting practices.

Recommendations:

Further content needs to be developed to support the mental health of parents

New content needs to be developed to support parents living in conflict areas, including information about how to speak to children about traumatic events

New strategies need to be explored to ensure mothers are able to access the Thrive by Five content despite competing demands on their time.

KEY LEARNINGS



1

STRONG PARTNERSHIPS



2

ITERATIVE CO-DESIGN PROCESS



3

NO “ONE SIZE FITS ALL” MODEL





Fathers' Café

**A Model to Promote Male Engagement in Gender
Transformative ECD**

Md. Ramjan Ali
Manager, Early Childhood Development (ECD)
Plan International Bangladesh





Background:

Fathers Café is a model developed through DFAT funded Gender Transformative Early Childhood Development Project which is implementing through joint collaboration with South Asia Partnership, SUROVI and Sesame Workshop Bangladesh since 2019

In consideration of socio-cultural status of Bangladesh, this project gave special attention to foster male engagement in ECD.

Along with other ECD interventions, Plan International Bangladesh developed a unique concept named “Father Cafés” where are being engaged and sensitized for increasing their interactions with their children and to foster their support for their early-aged children’s holistic development.





What is Fathers Café?

community-based volunteer group of 0-8 years old
aged children's fathers.



This group is formed with 20-25 interested fathers in the community.
Total 130 "Father Café" formed where total 2580 fathers are actively attending in different sessions and interactions as a member.
They receive 1 session in a month.





Motivation to Form “Fathers’ Café”?

Traditionally in Bangladesh, child rearing is considered a mother's responsibility only. That's why fathers are often made to feel ashamed for playing the role.

Besides, there is a common yet discriminatory practice in the community that only mothers/female will be engaged with parenting and nurturing care. While, male/ fathers are expected to be engaged with outer works (income generating activities) only; this project is working to break these discriminatory gender norms.

Fathers are not aware of how to play with their children especially focusing on gender equal games with their kids. In support of this gap, we introduced “Khela Ghor” in all learners house.



Objectives Of Fathers Café:

To ensure equal participation of fathers or male members of the families in child rearing and caring.

To ensure equal opportunities for growth and development of boys and girls as well.

To ensure a non-discriminatory social system by removing traditional child-rearing practices, and changing the social norms in a gender context.





What Do We Do With “Fathers Café”:

Each member of the “Fathers Café” receives 1-hour long session each month where they learn about the growth and development of the child as well as their roles as a parent to play to support their early-aged children’s holistic development.

After attending in “Father Café” session, the fathers share the learning with other fathers (at least one father who is not a father café member) in their community. They also encourage them to make necessary changes in their daily routine to support their children’s early childhood development.



What Do We Do With “Fathers Café”:

Identify and encourage the community fathers who brought the most significant changes in their routine and increased their interaction with their children.

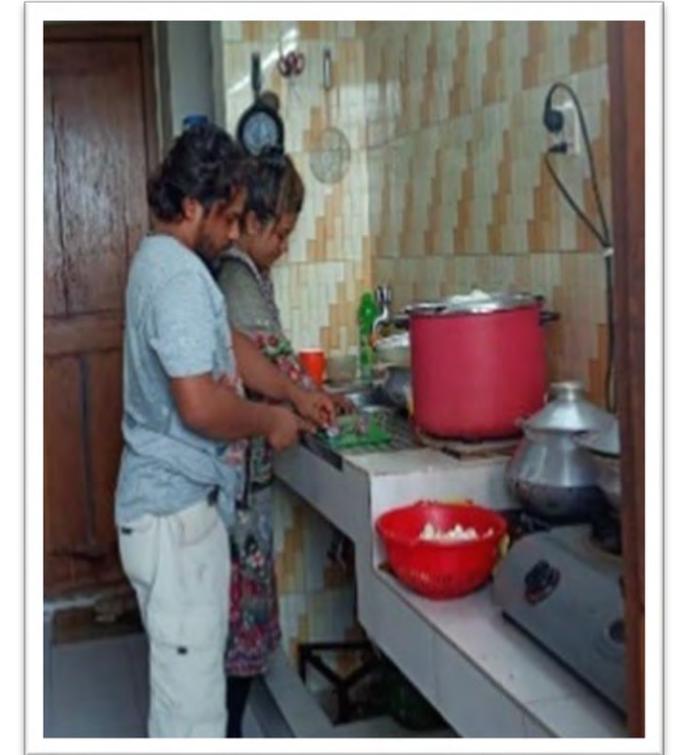
Encourage “Father Café” members to participate in child rearing and daily living (household chores, family decision making, recreational work, recreational opportunities, financial decisions, expression of opinion) to ensure equality in their family. We plan to make all father café members as role models in this area. So that, their early-aged children will learn that their parents are doing all the works and making decisions together. It will help the child to be sensitized with gender equality throughout his/her life. We also encourage the café members to share the same messages, learnings, and practices with other fathers.



What Changes We Already Made And Achieved:

Father Café members and many other fathers in the project implementation areas are now taking care of their children and spending quality time with them, unlike earlier.

Almost 100% of Father Café members and many other fathers are now doing household chores alone. Some fathers shared, “This is our family, and so is the household works.”





Challenges Which We Are Facing In Operating Fathers Café:

Since fathers are mostly involved in work outside the home, it became very tough to ensure everyone's presence in the father café sessions all the time. So, sometimes it might be required to conduct the sessions in the evening.



Words From The Fathers:

Almost all father café members shared that they have been changed a lot after attending in the session. They shared they are doing household chores along with their female family members. Some fathers shared that “This is our family, and so is the household works”. One father shared that “Supporting in household chores increase mutual respect and we have been able to present some exemplary behavior to our children”. Another father from Dhaka shared that-



“

Now I am spending more quality time with my 4 years old daughter which was not usual few days ago. I am engaging in different activities and games with her.

”





Southeast Asian Ministers of Education Organization
Regional Centre for Early Childhood Care Education and Parenting



NEGOTIATING PARENTING PROGRAMS: LESSON LEARNT FROM SEAMEO CECCEP

Prof. Vina Adriany, PhD
SEAMEO CECCEP

A Brief Introduction to SEAMEO CECCEP

Southeast Asian Ministers of Education Organization Regional Centre for Early Childhood Care Education and Parenting



- Established since 25 Juli 2017.
- Part of 7 SEAMEO Centres in Indonesia and 1 out of 26 SEAMEO Centres in SEA
- Conducting research, capacity building and advocacy on ECCE and Parenting in the region

SOME ISSUES OF PARENTING IN SEA



EXISTING PARENTING REGULATIONS/ LAWS IN INDONESIA

*The Ministry Regulation
no 30/ 2017*

*The Presidential decree
no 60 year 2013. the
Holistic and Integrated
ECCE program*

Law no 35/ Year 2014
on Child Protection

The Government
Regulation No 44/ 2017
on Child Caring and
Rearing

The Presidential decree
no 72/2021 on Stunting
Reduction

Draft Law of Mothers'
and Children's Well-
being

Parenting Program for Stunting Prevention

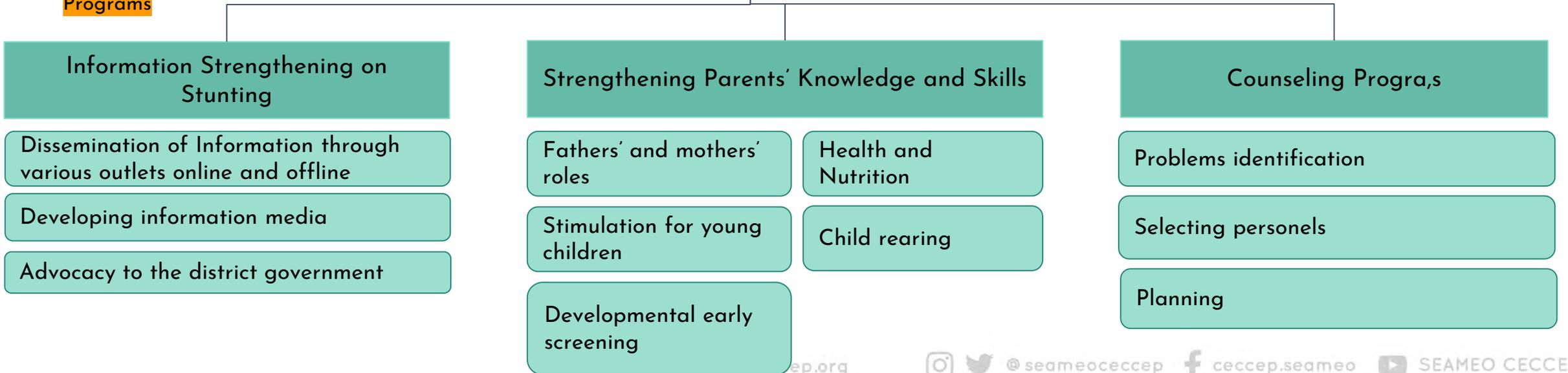
Input



Parenting Model for Stunting Prevention

Objectives: Raising parents' awareness and knowledge on stunting prevention, health and nutrition

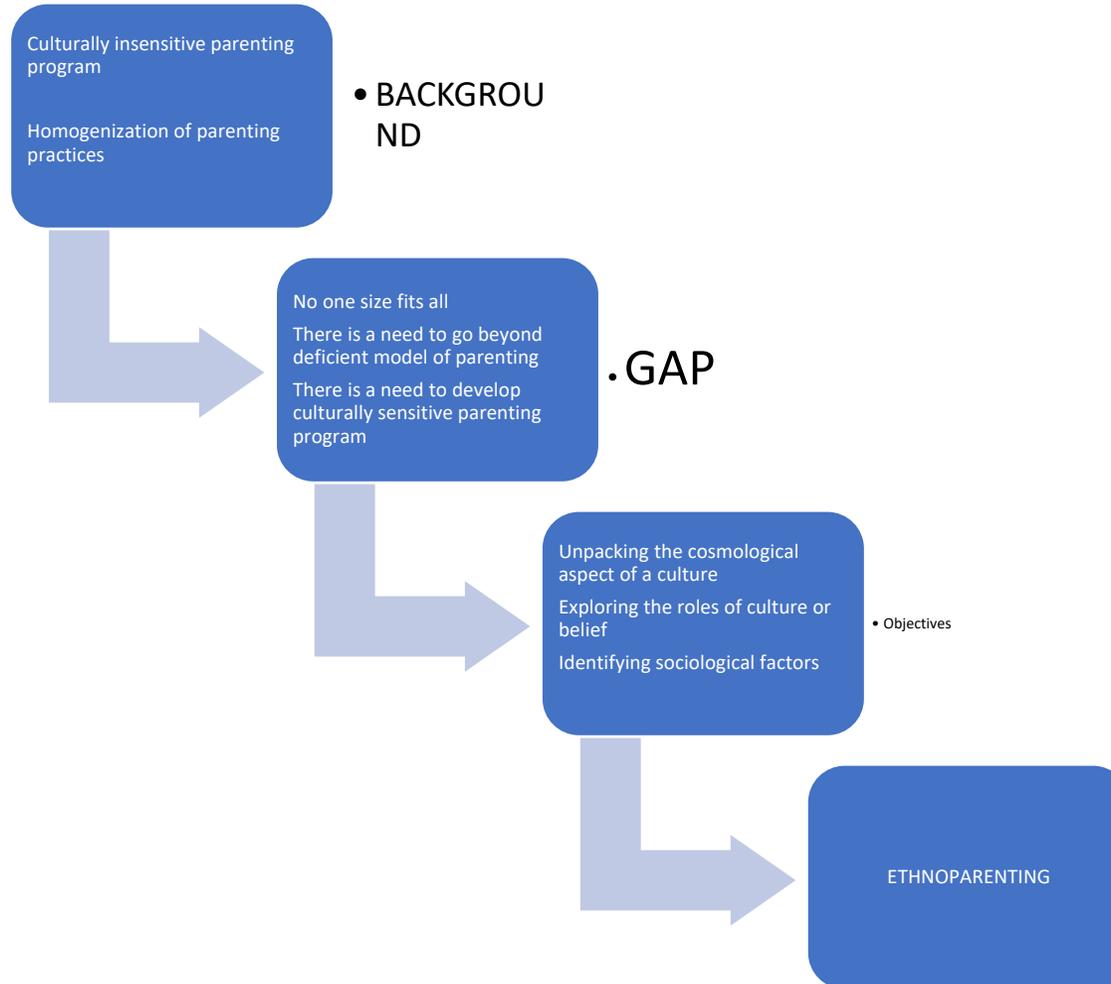
Programs



Ethnoparenting Programs

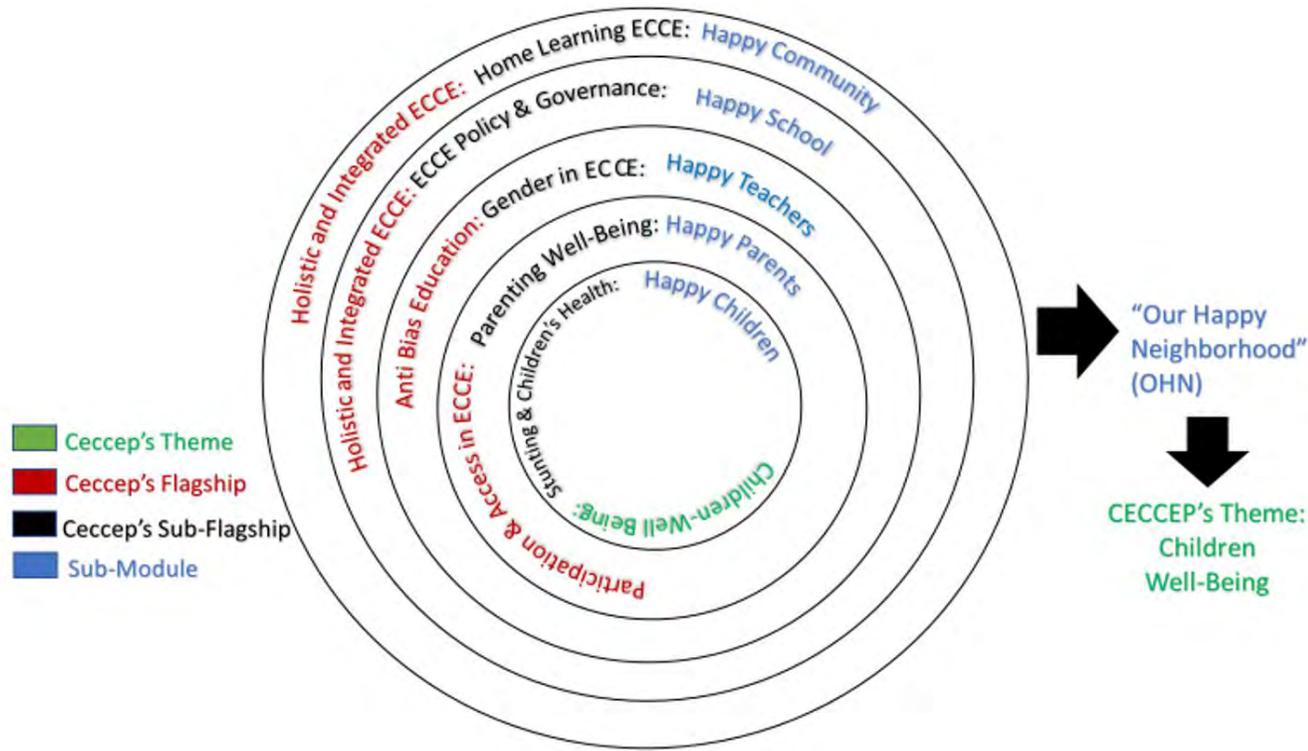


RESEARCH FRAMEWORK



The role of the teacher in fulfilling children's rights

Our Happy Neighborhood (OHN)



1. **Happy Children**, training topics regarding children's well-being in the form of meeting children's health and nutrition needs, and how teachers become promotive agents to open access to children's health and nutrition in collaboration with health authorities.

2. **Happy Parents**, training topics that target partnership between teachers and parents based on children's participation rights in care. Where we all understand that good relations between teachers and parents have an impact on positive practices of parenting that are free of violence.

3. **Happy Teachers**, topics based on child protection rights, which try to introduce the topic of gender equality and social inclusion pedagogy as an entry point to be able to create non-discriminatory schools

4. **Happy School**, carries the topic of child-friendly schools, where teachers are given information about organizing a school environment that is safe for children with the existence of SOPs for mitigating cases of bullying and sexual violence.

5. **Happy Community** is a topic based on rights to provision, protection, and child participation that needs to be supported by all ECCE stakeholders including the government, where in the Holistic Integrated ECCE framework, ECCE units are a hub for meeting various ECCE stakeholders. So that this module provides a lot of information about ECCE management governance and technical cooperation with the community.

MINDFUL PARENTING



Policy Brief on Universal Child Care (Advocacy and Partnership)

- Follow up from the 2nd Annual Regional ECCE and Parenting Forum in Agustus 2022.
- Defining Child care as an education and care for young children aged 0-8 years old.
- Calling for more accessible child-care and more public investment in child-care
- Intersection between women's reproduction and public right as well as the right of young children to high-quality ECCE (as mandated by the Tashkent Declaration 2022)



Thank you

