

Group Presentations, Discussion, and Closing Remarks

At the end of the three-day meeting, Veta Brown, Caribbean Program Coordinator for PAHO, rejoined the group to hear the results of the participants' deliberations. Three country representatives, one from each work group, presented the newly formulated vision, mission, objectives, structure, plan of action, and declaration to create the Caribbean Network of Health-Promoting Schools.

After listening to the summaries, Ms. Brown expressed her sincere appreciation for the level of work the group accomplished and challenged them to keep the burning enthusiasm as they move forward with practical steps to make the Caribbean Network of Health-Promoting Schools a reality. She stressed that the process of establishing a Network and moving it forward would not be easy and emphasized the importance of getting ratification from each of the countries as the next step. She urged participants to be active in selling the process to the other stakeholders in their countries, including the chief education officers, ministers of health and education, medical officers of health, school nurses, and other key country personnel to convince them of the importance of moving this initiative forward. She reminded participants to be prepared to indicate how the proposed Network activities can happen within existing resources, and to identify where those resources may be found. Ms. Brown stressed that while PAHO can help move the process along, the Network could only be successful through the active involvement of each participating country.

Ms. Brown then challenged the participants to examine closely their expectations of/from the designated focal point or task force to move the process forward. After a brief discussion, several participants recognized that while they had designated the representative from Erdiston's Teacher's College in Barbados, Maxine Moore, to serve as the "focal point" for the Network (with support promised from PAHO, CFNI, and other CARICOM state representatives), more work would still need to be done to support this focal point and clarify the structure and operating mechanisms of the newly created Network.

After further discussion, the group agreed that, before the formal Proceedings would be distributed, PAHO would first need to create a document summarizing the vision, mission, objectives, workplan, and draft structure for the Network, and distribute it to each of the participants for their comments. This document would then be revised and serve as a tool for members to use to garner support for the Network in their home countries. It was agreed that this document would be drafted by Education Development Center, Inc. (responsible for taking minutes of the meeting and for compiling the documents for creating the formal Proceedings) in collaboration with PAHO/WHO. The completed document will be distributed by PAHO/WHO to all participants for their feedback by December 17, 2001. Participants would

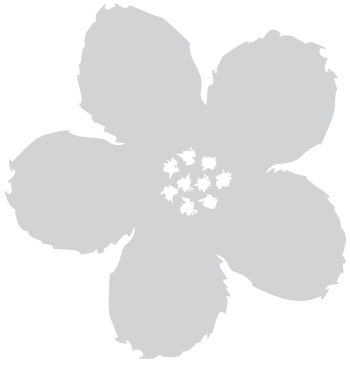
Group Presentations, Discussion, and Closing Remarks

then have until January 7, 2002 to make comments and corrections to the document⁷. Later, a small group (the focal point and selected advisors), would take the document and further clarify the structure, objectives, and plan of action for the newly created Caribbean Network of Health-Promoting Schools.

Ms. Brown also stressed the importance of determining how this document would be distributed in each country, as well as how the formal proceedings would be shared and disseminated.

Dr. Josefa Ippolito-Shepherd thanked all participants for their commitment and diligent work in preparation of this meeting and throughout this event.

⁷ As agreed, this document was created and distributed to all countries' representatives. The comments provided were included and are reflected in this Report



Appendices

Appendix I



Guidelines for the preparation of documents on countries experiences with the HFLE Programs

TABLE OF CONTENTS

HEALTH AND FAMILY LIFE EDUCATION PROGRAMS/ SCHOOL HEALTH IN THE CARIBBEAN

COUNTRIES EXPERIENCES¹

(Ministry of Education and Ministry of Health)

1980-2000

(GENERAL GUIDELINES)

A. Background

(General introduction, summarized, of the overall content of the chapter)

B. General Context of the Country

All aspects (i.e., economics, geographic, cultural, social, administrative, and education)

C. Health and Family Life Education Program in the country:

1. History of the Program

(How, when, and why the Program was to begin, who participated in the planning, reference materials used, etc.)

2. Health and Family Life Education Program Methodology

a. Management (i.e., Does a regulatory agency exist?, Committee?, commission?, Who are the members?, At what level?, resolution response)

b. Health Promotion and Health Education (including Life Skills training/ education)

c. Healthy environmental water, sanitation, without violence, and without abuse, etc.)

¹ Document prepared by each participating Caribbean country (jointly by Ministry of Education and Ministry of Health), as background documents to be shared with all participants and to be included as part of the formal Proceedings of this meeting. A hard copy and a diskette are to be sent to Ms. Pat Brandon on or before November 20, 2001. The entire document will be placed in the PAHO/HPP/HPF/HED Web site. Providing the diskette will facilitate this process. This document (as presented) will form part of the formal Proceedings of this meeting. For this, it is requested the following format:

- font size: 12
- font style: Times New Roman, regular
- margins: 1 1/2"
- page size: 8 1/2" x 11"

Appendix 1

- d. Nutrition and Health services (What types of health services, how, and when are these provided, referral services, and monitoring; food, etc.)
3. Current Situation of the Health and Family Life Education Program (Descriptions of examples of each component, including quantitative and qualitative data with their respective references)
 - a. Policy development (which?)
 - b. Coordinating Mechanism (how, capacity to resolve)
 - c. Implementation of activities (which?)
 - d. Elaboration of educational materials (what, how, when, field testing, materials distribution, etc.)
 - e. Participation in School Health Networks, i.e., Latin American Network of Health-Promoting Schools (what, how, when, etc.)
 - f. Training of teaching staff (coursework, educational resources, etc.)
 - g. Surveillance and monitoring (mechanism, YRBS)
 - h. Community participation (Parent Associations, relations with municipalities, Student Associations, etc.)
 - i. Evaluation (what, how, and who participates)
 - j. Publications (which, where)
4. Lessons Learned
(Positive and negative)
5. Future plans and felt needs
(Aspects that need to be strengthened, program activities that need to be implemented, in order to solidify the Program) Specific network functions or activities that could advance or support efforts

Appendix II



Guidelines for the preparation of presentations

Both the text and the ppt presentation (as presented) will be included in the formal Proceedings of this meeting. For this, please send a hard copy and a diskette of the document and ppt of the presentation to Ms. Pat Brandon on or before November 20, 2001. It is expected that the entire document will be placed in the PAHO/HPP/HPF/HED Web site. Providing the diskette will facilitate this process. For this, please follow the following format:

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Appendix III

Plenary Discussion of Country Presentations

During the plenary discussion that followed the country presentations, the participants identified common successes, challenges, and needs shared by the countries, and suggested issues they might address collaboratively in the future.

Successes:

- Most of the countries have accomplished a school health instruction plan in family and health education.
- Most have teacher-training programs in place.
- Every country has made some strides toward establishing the Health and Family Life Program, even though they are at different stages of implementation.
- Many countries are actively addressing the readiness of the teachers to present the material.
- Countries seem very aware of the need to involve the entire community, as well as parents and guardians. There is a shared recognition that the success of the program depends upon the contributions of parents and the wider community.

Common challenges:

- Difficulties with collaboration
- Convincing policymakers of the need for such a program
- General understanding that it is very difficult to cannot forward without a formal policy in place
- Helping teachers feel comfortable with teaching the material, particularly sensitive issues such human sexuality
- Lack of evaluation to document the impact of existing programs
- Even where HFLE is mandated, it is not always being taught in schools

Collectively, the participants expressed several needs that this Network might address:

- Need the opportunity to come together to share different strategies for developing and establishing policies
- Need to focus on research and evaluation to show the evidence that programs work, with a particular focus on impact and outcome evaluations that can help document positive results

- Need to improve materials for teacher preparation and training
- Need to strategize around helping teachers present the material more effectively, and helping them feel more comfortable addressing sensitive issues
- Advocacy and resources are needed: not many countries have allocated resources for any part of the Health-Promoting Schools initiative. Advocacy must not only include policy but also the tangible support to drive it.

Ideas for addressing these needs:

- Most countries seem to have programs on HIV/AIDS – this could be a focal point for an evaluation.
- Those countries that are further along in developing policies or curricula could share their successes and processes through this Network.
- Many materials have been produced independently by the different Caribbean countries; the Network may be able to consider standardizing or sharing these materials.
- Strategize around ensuring that HFLE programs are taught in schools:
 - Make HFLE be a subject for entrance/exit exams that must be passed to enter secondary schools?
 - Require students to present an exhibit or creative presentation on some topic related to health education/HFLE?
 - Make HFLE a core subject, which means that it will be included in examinations?
- Strategize around teaching different themes, such as human sexuality



Appendix IV

Discussion and Recommendations from Participants, following Mr. Gollmar’s presentation “Multi-Risk Information Surveillance Systems: Behavior Surveillance Among Youth

Following Mr. Gollmar’s presentation, the meeting participants provided feedback for Mr. Gollmar to bring to the next meeting regarding the new surveillance system.

Participants made the following comments and recommendations:

- Participants were very interested in this study and expressed a desire to be informed of similar efforts in the future. Mr. Gollmar stressed that the WHO hopes that networks like the Caribbean Network of Health-Promoting Schools will facilitate the exchange of such information in the future. He urged the participating countries to let the WHO and PAHO know about related efforts in their country and about their interest in participating in similar projects in the future.
- Participants expressed some concerns about Jamaica being the only English-speaking Caribbean country included in the process, as they felt it may not be representative of the region.
- Countries sometimes feel burdened by multiple questionnaires on related topics and would like to see this process streamlined better in the future.
- Researchers preparing youth surveillance questionnaires must take the issue of sentence construction into account – even when sentences are simple, students may not be able to understand them. Survey creators will need to keep reading levels, literacy, and linguistic issues in mind.
- If you expect students to self-administer the questionnaire, you will lose data. Youth surveillance projects need to include some sort of mechanism, either a person or a methodology, for assuring students that their responses will be confidential and for clarifying any of the questions.



Summary of Work Group Activities to Create the Caribbean Network of Health-Promoting Schools

Beginning on the afternoon of Tuesday, November 27, 2001, the participants began the process of creating the Caribbean Network of Health-Promoting Schools. They worked in small groups to discuss their vision of the network and to draft a preliminary vision statement, mission statement, and list of objectives for the Caribbean Network of Health-Promoting Schools. The following were the initial proposals from the three groups:

Group One

St. Kitts and Nevis, British Virgin Islands, Puerto Rico, Dominican Republic

Vision: A strong and interactive HPS Network, enhancing the health and well being of school communities in the Caribbean region.

Mission: To build and strengthen HPS concepts, through collaborative efforts of countries in the Caribbean region, by advocating for comprehensive school health policy and the development of programs to enhance health and well-being in school communities

We are designating the school community as a whole (not the health of all people in all countries).

Objectives:

- To establish baseline data
- To establish common and complementary activities and services
- To develop communication links creating mechanisms for ongoing communication, such as mailing list (email) to continue the discussions and communication
- To identify areas of technical strength and weakness, and compile a directory
- To undertake outreach activities to encourage active participation by all countries in the region (including those countries not represented here at this meeting)
- To set standards and guidelines to help develop HPS policy
- To design training to meet country-specific needs
- To establish mechanisms for monitoring and evaluating school health programs
- To organize regional advisory committee

Group Two

Guyana, Antigua/Barbuda, Bahamas, Suriname, Jamaica, Trinidad and Tobago

Vision: Health children in healthy schools throughout the Caribbean

Mission: To strengthen alliances among Caribbean countries in creating health-promoting schools through intersectorial collaboration and community participation

Objective 1: To formalize the network for HPS in the Caribbean by December 2002

Activities:

1. PAHO to notify governments on the recommendations for CNHPS (short-term)
2. Obtain formal agreement from member countries to participate (short-term)
3. Identify liaison person at the country level (short-term)
4. Develop the structure, functions, powers, terms of reference (middle term)
5. By end of the meeting (November 29), identify 4 to 5 representatives of the Caribbean region to carry the process forward (short-term)

Objective 2: Design a mechanism for sharing information/resources, materials, experiences by June 2002

Activities:

1. Form a working group to determine what exists with respect to resources.

Group Three

Grenada, Dominica, St. Lucia, Barbados, St. Vincent and the Grenadines

Vision: Empowered Caribbean schools obtaining optimum health and well being in a supportive environment through inter-country collaboration and cooperation

Mission: The Caribbean network will harness all skills, knowledge, expertise, experiences, and financial resources between and within countries to facilitate the Health-Promoting Initiative.

Objectives:

1. To establish structures at national and regional levels to sustain the effective implementation of HPS initiative (policy, piloting, monitoring, evaluating)
2. To establish a network system within the Caribbean countries for the purpose of sharing and disseminating information
3. To establish common and complimentary activities in collaboration with PAHO, UNICEF, and other technical and funding agencies
4. To establish a Caribbean research and documentation center for easy access to information

5. To develop a cadre of resource persons within the Caribbean to facilitate the implementation of the HPS initiative
6. To establish a Caribbean network that will give support to the country network for HPS initiative

During a plenary discussion, the participants then worked to refine the vision and mission statements, using the small-group work as a starting point. After much discussion, the participants agreed to the following statements:

VISION

Healthy communities through Health-Promoting Schools across the Caribbean

MISSION

The Caribbean Network of Health-Promoting Schools will share knowledge, skills, and resources within and among member countries and build and/or strengthen alliances with regional and international agencies and institutions to gain support for and build the capacity of the Health-Promoting Schools Initiative.

They adjourned for the evening.

On Wednesday, November 28, 2001, the participants rejoined their small groups to continue planning the Network. This time, each group had different assignments:

- Group One was charged with further clarifying the Objectives and Activities of the Network, using the previous day's small group work as the basis. Group One also developed a proposed Terms of Reference.
- Group Two was asked to consider the Structure of the Network and create a Plan of Action to formalize the Network by the following year.
- Group Three was responsible for drafting a Formal Agreement to be signed by the participants that would call for the creation of the Network.

The three groups presented their proposals, then the participants engaged in a plenary discussion to refine each of the proposed elements. The results of this discussion are presented in the Executive Summary of these Proceedings.

At 3:45 p.m. on November 28, 2001, the participants formally agreed to create the Caribbean Network of Health-Promoting Schools.



Celebrating 100 Years of Health

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