



ADDRESSING SCHOOL HEALTH ISSUES IN CARICOM MEMBER STATES



***Morella Joseph
Programme Manager, HRD***

CARICOM Secretariat

PRESENTATION OUTLINE

- The Regional Context
- Regional and National School Health Programmes
- Collaborative Efforts
- Strategies for the Way Forward



THE CARIBBEAN COMMUNITY

FULL MEMBERS

- Suriname
- Guyana
- Trinidad and Tobago
- Grenada
- St. Vincent and the Grenadines
- Barbados
- St. Lucia

FULL MEMBERS

- Dominica
- Antigua and Barbuda
- St. Kitts and Nevis
- Jamaica
- The Bahamas
- Haiti
- Belize
- Montserrat



ASSOCIATE MEMBERS

- **Cayman Islands**
- **Turks and Caicos Islands**
- **British Virgin Islands**
- **Bermuda**
- **Anguilla**

THE CARICOM STANDARD







CARICOM

**YOUTH
AT RISK**

**NON-COMMUNICABLE
DISEASES**

**PE AND SPORT
FOR
HEALTHY LIVING**

**THE
REGIONAL
CONTEXT**

**CARIBBEAN
HEALTHY
LIFESTYLE
PROJECT**

**HEALTH PROMOTING
SCHOOLS**

**CLIMATE
CHANGE**

The Ideal Caribbean Person

- Has respect for human life; it is the foundation on which all the other values must rest
- Is emotionally secure and morally strong with a high sense of self-confidence and self-esteem
- Sees ethnic, religion and other diversity as a source of strength and richness
- Has developed the capacity to create, maintain and promote spiritual well-being
- Is independent and a critical thinker
- Is a problem solver with a creative imagination
- Demonstrates a positive work ethic
- Has appreciation for family and community
- Embraces gender differences and similarities

HFLE

HFLE

SPECIAL FOCUS ON:

**HEALTH AND FAMILY LIFE EDUCATION
(HFLE)**

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graph TD; A[HEALTH AND FAMILY LIFE EDUCATION (HFLE)] --> B[PHYSICAL EDUCATION]; A --> C[DRUG DEMAND REDUCTION];
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***PHYSICAL
EDUCATION***

***DRUG DEMAND
REDUCTION***



BACKGROUND

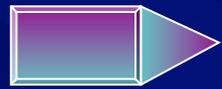
- ❑ Mandated CARICOM to liaise with governments, institutions, and agencies in respect to the implementation of these recommendations
- Agreed to accord priority to the development of materials and curricula in the area of HFLE, paying specific attention to HIV/AIDS and the scourge of drug abuse and violence in the Region
- HFLE to be a core area of instruction at all levels of the school system
- HFLE to be included in teacher education programmes at Teachers Colleges and School of Education at Universities



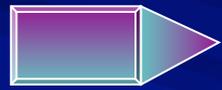
BACKGROUND

- **Agreed to promote home-school-community linkages**
 - **Agreed to ensure the integrity and responsiveness of HFLE by establishing mechanisms for the effective collaboration between Ministries of Health and Education**
 - **Encouraged multi-agency collaboration for HFLE so that holistic, integrated programmes can be delivered and sustained**
 - **Agreed that UNICEF will coordinate HFLE activities in the Region**
 - **Agreed to ensure that research is conducted to inform decision-making related to HFLE and its impact on national development**

What HFLE Is All About



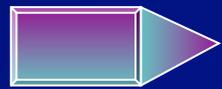
A comprehensive life-skills-based programme which focuses on the development of the whole individual



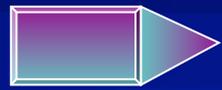
It enhances the potential of young persons and increases awareness of the implications of choices



Provides opportunities to demonstrate sound health-related knowledge, attitudes and practices



Fosters development of knowledge, skills and attitudes that make for healthy family life and contribute to a healthy Caribbean society



Increases ability to practice responsible decision-making about social and sexual behaviour

Strategic Objectives of the Programme



Develop policy, increase advocacy and funding for the strengthening of HFLE in and out of schools



To strengthen the capacity of teachers to deliver HFLE programmes



To develop comprehensive life-skills based teaching and instructional materials



To improve coordination among all the agencies at the regional and national levels in the area of HFLE



To strengthen links with FBO, parents, NGO's and other support groups



CARICOM

**SELF AND
INTERPERSONAL
RELATIONSHIP**

**SEXUALITY
AND
SEXUAL HEALTH**

**THEMATIC
PRIORITIES
IN
CURRICULUM**

**MANAGING
THE
ENVIRONMENT**

**EATING
AND FITNESS**

Curriculum framework for ages fifteen (15) and sixteen (16)

Theme: Sexuality and Sexual Health

Regional Standard One (1)

Demonstrate an understanding of the concept of human sexuality as an integral part of the total person that finds expression throughout the life cycle.

Descriptor:

A differentiation needs to be made between the terms sex and sexuality. Sexuality is presented as including biological sex, gender, and gender identity. One's sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values, attitudes, social roles, and beliefs about self and others as being male or female. It is important to have students develop positive attitudes about self and their sexuality.

Key skills:

Coping Skills (healthy self –management, self-awareness)

Social Skills (communication, interpersonal relations, assertiveness, refusal)

Cognitive Skills (critical and creative thinking, decision – making)

Core Outcomes Age Level 5-6	Core Outcomes Age Level 7-8	Core Outcomes Age Level 9-10	Core Outcomes Age Level 11-12	Core Outcomes Age Level 13 - 14	Core outcomes Age Level 15-16
Demonstrate an awareness of parts of the body Respond appropriately to uncomfortable/risky situations	Apply proper personal care practices Respond appropriately to uncomfortable/risky situations Provide support to peers and siblings in uncomfortable and risky Situations	Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play Demonstrate awareness of the physical, emotional, and cognitive changes that occur during puberty	Develop strategies for coping with the various changes associated with puberty. Assess traditional role expectations of boys and girls in our changing society	Assess the capacity to enter into intimate sexual relationships Demonstrate use of strategies for recognizing and managing sexual feelings and behaviors	<ol style="list-style-type: none">1. Respond appropriately to various components of human sexuality.2. Demonstrate the ability to analyze the individual responses to intimate sexual relationships.

HFLE

**Theme:
Sexuality
and
Sexual Health**

- ❖ Human sexuality as an integral part of the total person that finds expression throughout the life cycle.
- ❖ The influence of socio-cultural and economic factors, as well as personal beliefs on the expression of sexuality and sexual choices.
- ❖ Build capacity to recognize the basic criteria and conditions for optimal reproductive health
- ❖ Develop competence to reduce vulnerability to problems, including HIV/AIDS, cervical cancer, and STIs.
- ❖ Develop knowledge and skills to access age-appropriate sources of health information, products and services related to sexuality and sexual health.



SELF AND INTERPERSONAL RELATIONSHIP

Students need to develop a healthy self-concept in order to foster healthy relationships within the family, school, and community. They also need to be assisted in developing resiliency- the capacity to assess, cope, manage, and benefit from the various influences that impact on relationships.

HFLE

THEME:

**SELF AND
INTERPERSONAL
RELATIONSHIP**

- ❖ Examine the nature of self, family, school, and community in order to build strong, healthy relationships.
- ❖ Acquisition of coping skills to deter behaviors and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries
- ❖ Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.
- ❖

EATING AND FITNESS

Children are now at greater risk for obesity and other lifestyle diseases that were, typically, associated with adults. They therefore, need to understand that healthy eating and the right balance of safe, nutritious, and wholesome foods are critical to optimum health throughout their lives, and they should acquire skills to make healthy food choices and reduce the incidents of diet-related/lifestyle diseases (diabetes, heart disease, hypertension, stroke, and some forms of cancer) that affect productivity and national development.

HFLE

Theme:
**Appropriate
Eating
and Fitness**

- ❖ Build capacity to make healthy eating choices throughout the life cycle and reduce development of lifestyle diseases;
- ❖ Demonstrate an understanding of fitness and its relationship to good health and quality of living.
- ❖ Eating and exercise behaviors are formed early in life and are influenced by the media, as well as social, emotional, cultural, economic and religious factors.
- ❖ Students need to critically examine what motivates them to adopt particular eating and fitness habits , and
- ❖ Develop skills that will help them make choices in favor of sound fitness habits and reduce sedentary lifestyle, which could lead to obesity and related lifestyle





CARICOM



QUALITY PHYSICAL EDUCATION PROGRAMMES

- Knowledge, skills and attitudes for a lifetime of physical activity
- Child centered
- Meet needs of all students (including the physically challenged)
- Pay attention to age, ability, objectives, content, teaching strategies, methodology , resources



Quality Physical Education





MANAGING THE ENVIRONMENT

Caribbean people are vulnerable to a variety of environmental health threats.

These include:

quality of water and sanitation
solid waste management,
exposure to pesticides and toxic substances,
food safety, dengue fever
lepto-spirosis,
malaria, etc.

Students need to understand the environmental health threats and the main factors in their causation.

HFLE

**Theme:
Managing
the
Environment**

- ❖ Demonstrate an understanding of the inter-relationships of a sustainable natural environment.
- ❖ Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.
- ❖ Analyze the relationship between a sustainable and healthy environment, and the social and economic well-being of students, schools, and communities
- ❖ Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community, and region.



Substance Abuse

- A study on patterns of substance abuse has shown that the five most abused substances among post primary students were alcohol, cigarettes, cannabis, crack and cocaine.
- The data showed that the main type of drug used by adolescents was alcohol with one-third of all adolescents having drunk alcohol.
- As age increases drug use increases, especially after 12 years. By age 15 years, approximately 50% reported consuming alcohol; nearly 20% had smoked cigarettes and 8.4% had smoked marijuana.
- ***(Youth Risk and Resiliency Survey 2006)***



COLLABORATION WITH DRUG DEMAND REDUCTION

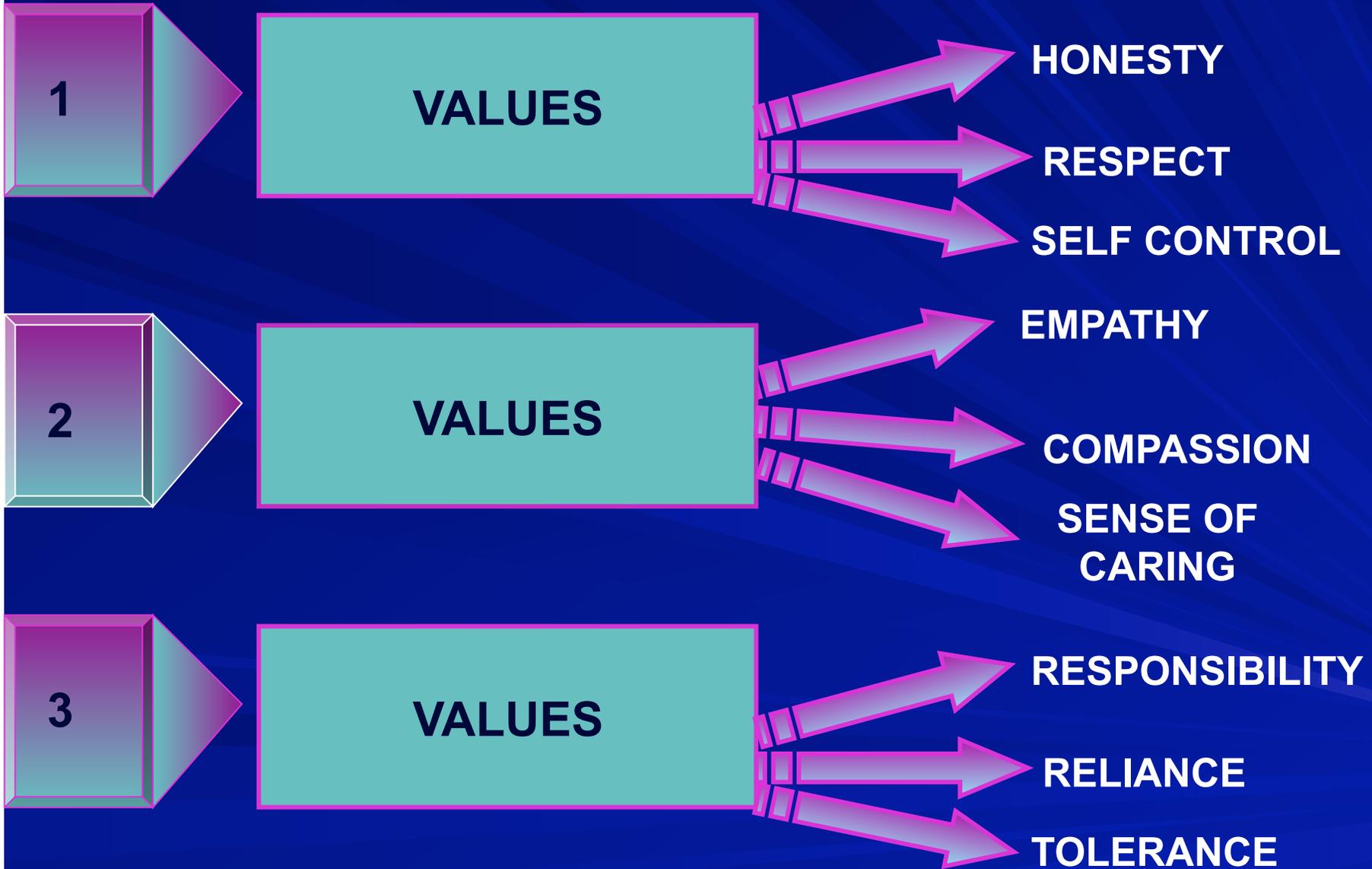
- ❖ Update of Regional HFLE Strategy to include Drug Prevention Education
- ❖ Revision of Regional Curriculum Framework to make Drug Prevention Education crossing cutting
- ❖ Development of modules and sample lesson plans for the extended curriculum levels K - 12

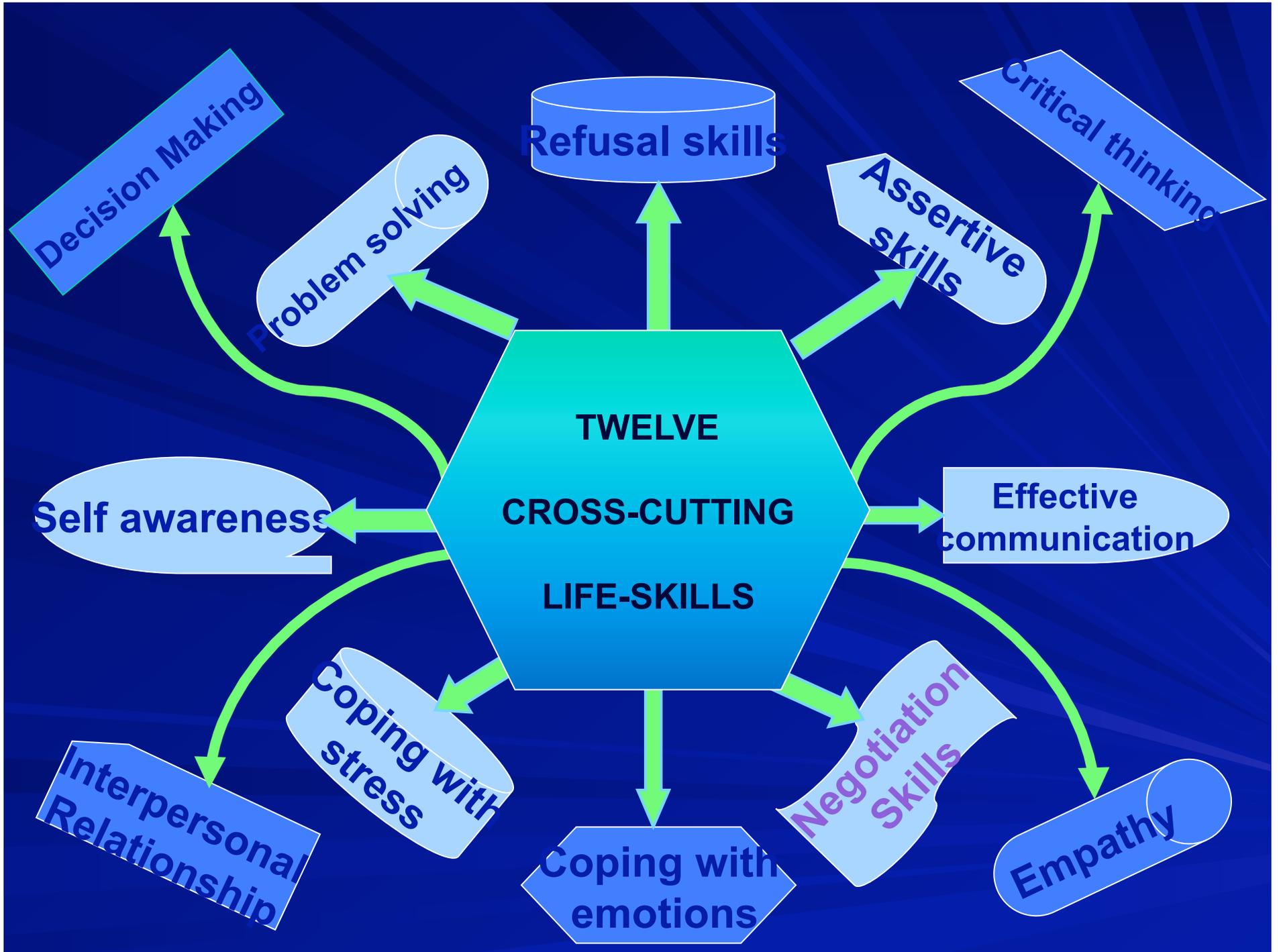


PARTNERS

- **CARICOM Secretariat**
- **UNICEF**
- **UNESCO**
- **PAHO/WHO**
- **UNDCP**
- **UNIFEM**
- **UNFPA**
- **Caribbean Child Development Centre**
- **University of the West Indies**
- **Ministries of Education and Health**
- **NGO's, specialist experts, community and FBO**

VALUES IN HFLE







Principal Tasks: RWG

- Planning for needs assessment and evaluation of HFLE programmes;
- Formulation of objectives and strategies to support HFLE programme development;
- Development of content and design of HFLE instructional materials;

Principal Tasks (cont'd)

- Development of training sessions for trainers, teachers and community workers responsible for implementing the HFLE programmes in and out of school;
- Planning for the writing up and pilot-testing of the teaching materials;
- Planning for the implementation of the HFLE programme at country level.

PRINCIPAL TASKS: NATIONAL WORKING GROUP

The Working Groups at the national level will:

- Focus their activities on areas needed to strengthen and implement in-school programmes at the primary, secondary and related tertiary levels.
- Make policy recommendations to the Ministries of Education and Health;
- Provide support for the maintenance of HFLE programmes once in place;
- May also be requested (in collaboration with the RWG) to facilitate workshops or training sessions, as required.

PRINCIPAL TASKS: NWG

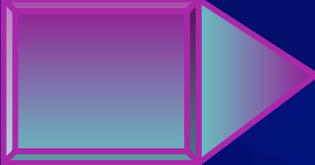
- Provide input to the regional initiative by consolidating the concerns and suggestions of the national institutions towards the formulation of regional policy;
- Assisting with resource mobilization and management of resources for the initiative at the national level;
- Assist governments to monitor and evaluate the programmes at the national level.
- focus their activities on areas needed to strengthen and implement in-school programmes at the primary, secondary and related tertiary levels.



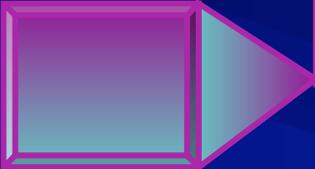
AREAS OF COLLABORATION

- **Collaboration: key to the success of the CARICOM HFLE Programme**
- **Role of civil society, including NGO's, religious groups and the private sector in promoting HFLE**
- **NGO's to provide the essential elements for reaching and working with out-of –school youth**
- **HFLE programme at the community level will seek to develop partnerships with NGO's who can reach specific target groups**

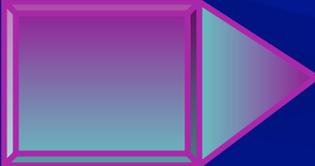
REGIONAL SUB-COMMITTEES



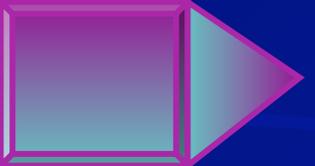
Gender, Parenting and Community Outreach



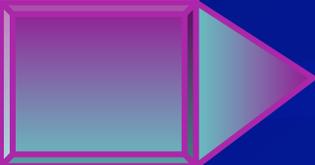
Out-of-School Youth



Curriculum and Materials Development



Teacher Education and Training



HIV/AIDS and Resource Mobilization

CHALLENGES



Challenges to the Process



Teacher Training



Curriculum Over-load and Time-Tabling



Sustaining Project Commitment



Leadership and Coordination

Project Monitoring and Evaluation



Advocacy and Communication

THE WAY FORWARD

-  **Commitment of funds and investment from International Agencies and other partners**
-  **Development of Advocacy and Communication Strategy**
-  **Continued development of the HFLE Training programmes at all levels**
-  **Development of HFLE Policies**
-  **Use of information technology to support the delivery of HFLE in schools**



Strategies





CARICOM

STRATEGY



**Develop instruments for the
continuous monitoring and
evaluation of HFLE
programmes**



Conduct periodic situational analyses and needs assessments of children, youth, and adolescents to guide programme development.





HFLE: Core curriculum and modules for schools;

Teacher training programmes introduced in all teacher training institutions;

Parent education programmes in all countries

National Policies in all Member States

Updating Regional Strategy



Each school student
receives a minimum of 30
hours of HFLE lessons
per year.



CARICOM

Establish key indicators to monitor impact of HFLE

Reorient MOE Assessment Unit to include HFLE content across disciplines.

Build capacity of the schools' supervision and monitoring systems to include HFLE.

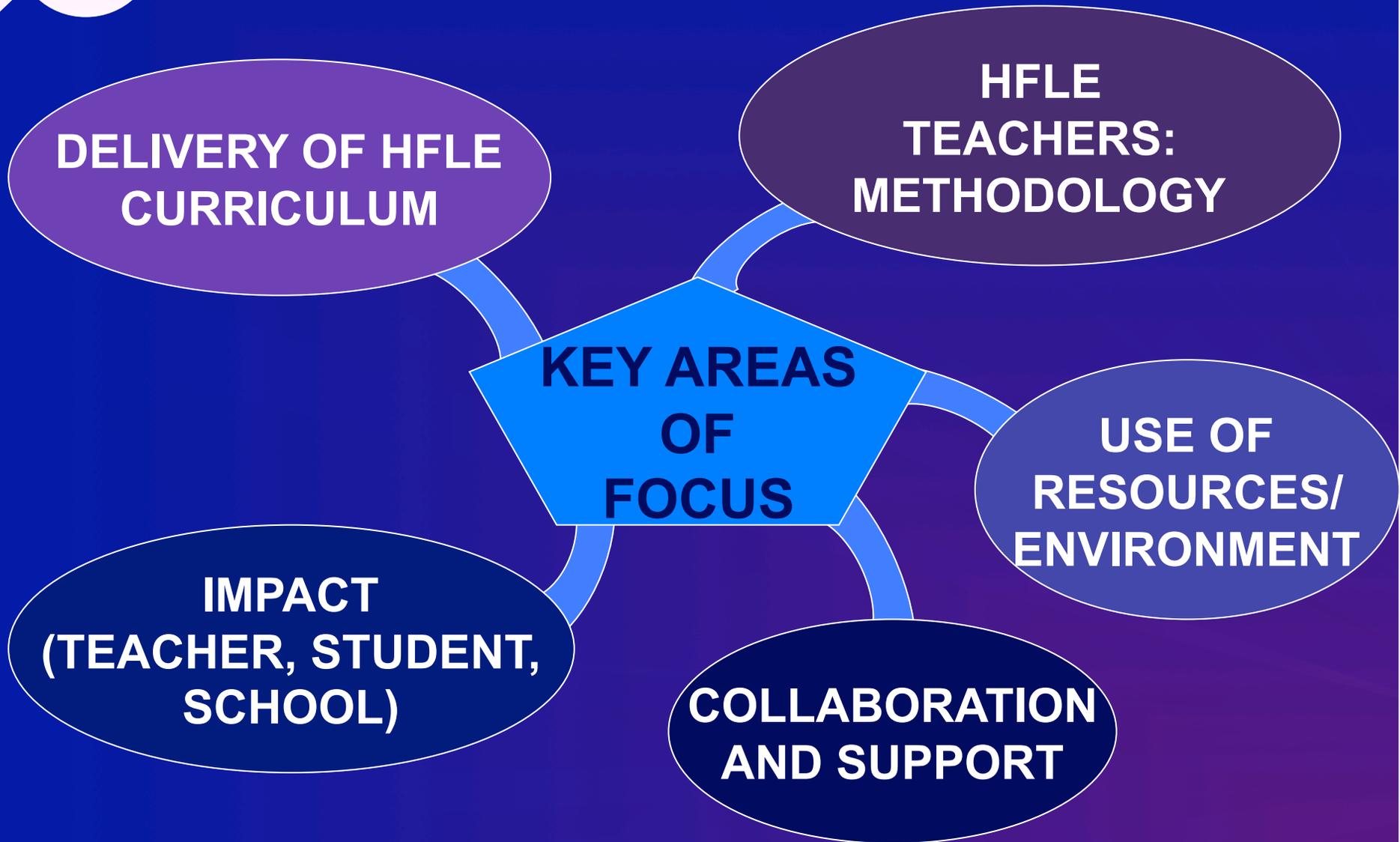
Implement mechanisms that will ensure the monitoring, evaluation, and reporting of all HFLE programmes.

Strengthen the Teachers/Facilitators Supervision and Assessment System

Develop proficiency in the supervision of the delivery of HFLE programmes



CARICOM





Thank You

