



EDC's Health and Human
Development Division

Worldwide Experience *in* School Health



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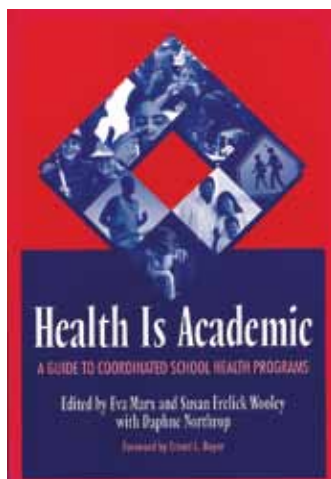
Education Development Center, Inc. (EDC), founded in 1958, is a nonprofit organization that addresses challenges in health, education, and employment worldwide. EDC has a staff of approximately 1,700 employees, working in over 35 countries around the globe (www.edc.org). EDC's Health and Human Development Division (HHD) has worked for more than three decades to pursue our mission of “creating innovations that promote healthy human development worldwide” (hhd.edc.org). HHD's staff of more than 160 professionals work with ministries of education and health, civil society organizations, United Nations (UN) agencies, and other partners to develop, implement, and evaluate school and community health policies and programs. HHD promotes healthy human development in the school setting across five continents (Africa, Asia, Europe, Latin America and Caribbean, and North America).

Evolution of HHD's Projects in School Health

The evolution of HHD's work in school health dates back to 1977. At the time, funded by the W.K. Kellogg Foundation, HHD created *Family and Community Health through Caregiving*. This program combined classroom instruction about health across the lifecycle with students' practical experiences in the community in caregiving situations. This early work evolved into many more multi-faceted programs to promote healthy development in education and related settings in countries around the globe.

A few notable HHD projects originating in the United States follow:

- In 1978, HHD began work on the *Teenage Health Teaching Modules* (THTM) with guidance and leadership from the U.S. Centers for Disease Control and Prevention, Division of Adolescent and School Health. THTM became one of the first comprehensive adolescent health education curricula to depart from a strictly categorical approach, by providing a thematic framework for addressing a broad array of health issues and a focus on life skills development. THTM has been revised and updated over its more than 30 years and is now used in 7,000 schools in all 50 U.S. states, as well as Canada, Germany, India, Switzerland, and the United Kingdom. It has been designated a "promising" model program by the U.S. Department of Education and was shown to be effective in a large-scale evaluation of 5,000 students whose knowledge, attitudes, and behaviors showed improvements. Teacher training made a significant difference in student outcomes (www.thtm.org).

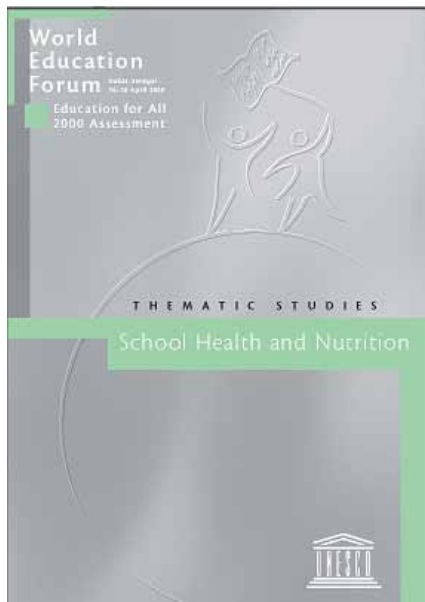


- HHD collaborated with 70 national organizations to develop the 346-page book *Health is Academic: A Guide to Coordinated School Health Programs*. This book describes the link between health and learning and shows how a coordinated school health program enables students to acquire the knowledge and skills they need to become healthy, productive adults. It also offers guidelines for national, state, and local agencies to plan and implement the components of a coordinated school health approach. Additionally, HHD has developed an accompanying tool to help audiences understand and apply actions from this book to improve the health of students: *Talking About Health is Academic: Six Workshop Modules for Promoting a Coordinated Approach to School Health Programs*.

- HHD houses the National Center for Mental Health Promotion and Youth Violence Prevention (NCMHPYVP), funded by the U.S. Substance Abuse and Mental Health Services Administration's (SAMHSA) Center for Mental Health Services. This national training and technical assistance center strengthens the capacity of hundreds of Safe Schools/Healthy Students grantees in urban, suburban, and rural communities to implement evidence-based interventions for mental health promotion, substance abuse, and violence prevention at the local level. Grantees include coalitions, led by education, and also mental health services and law enforcement agencies. Through training, online learning, site visits, and peer exchange, the NCMHPYVP provides extensive, culturally competent services, supporting local sites to build capacity and achieve their goals (www.promoteprevent.org).

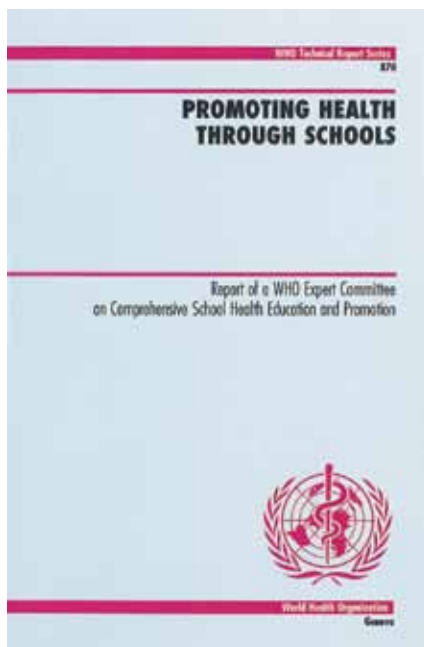
Since 1991, EDC's Health and Human Development Division staff have served as consultants and advisors to the World Health Organization's (WHO) Global School Health Initiative. In 1998, HHD was designated as the WHO Collaborating Center to Promote Health through Schools and Communities and has worked with WHO and its FRESH (Focusing Resources on Effective School Health) partners to advance the school health agenda globally.

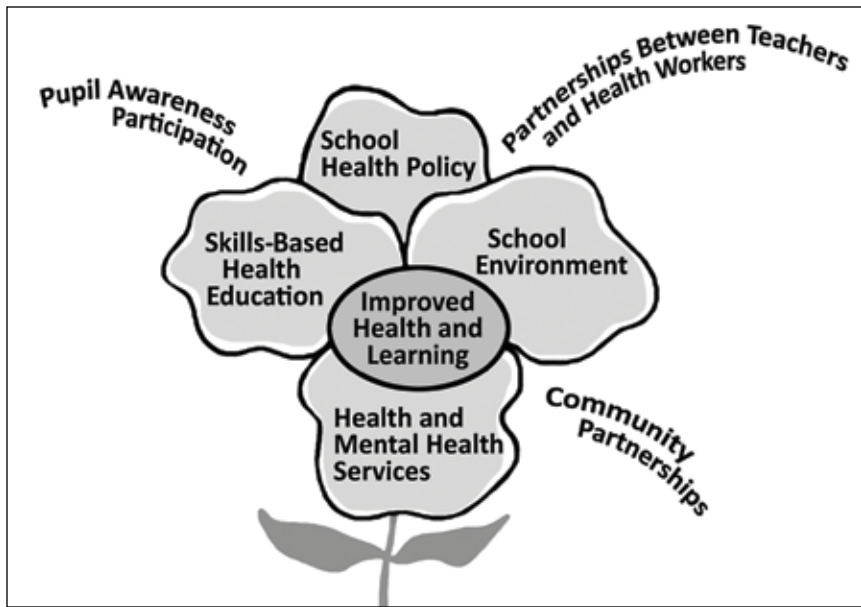
Advancing the Link Between Education and Health



A tremendous body of research over the last two decades has illustrated the interdependence of health and education and the important role of socioeconomic determinants in health status. The more years of schooling and education a person has, the more likely he or she will enjoy better health status. To maximize learning and academic achievement, young people and school staff must enjoy physical, social, emotional, and mental health. HHD has played a major role in synthesizing this research evidence and using it to advocate for school health programs and cross-sector collaboration between health, education, and other relevant agencies. Sample publications we have created to document this evidence include:

- *Thematic Study: School Health and Nutrition*, developed for the Education for All 2000 Assessment (<http://unesdoc.unesco.org/images/0012/001235/123549e.pdf>), and
- *Promoting Health Through Schools: Report of a WHO Expert Committee on Comprehensive School Health Education and Promotion*, for which we served as the secretariat in 1995–96 (http://whqlibdoc.who.int/trs/WHO_TRS_870.pdf).





Components of a Health-Promoting School (Vince Whitman, 2005) in C. Vince Whitman & C. Aldinger (Eds.) *Case Studies in Global School Health Promotion* (p. 5). New York: Springer, 2009.

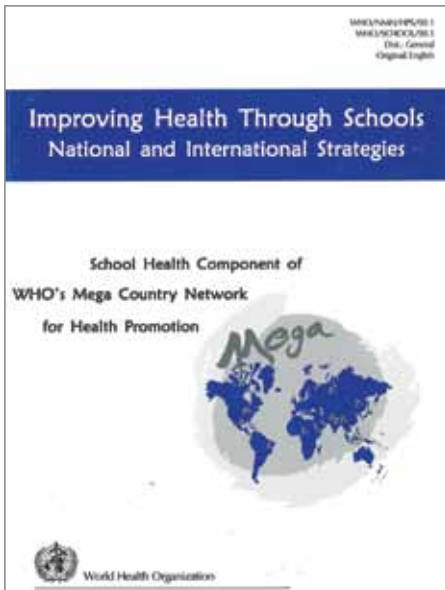
Moving to the Multiple Strategies of Coordinated School Health

Over the last 15 years, there has been a gradual shift in the field of school health from single, uncoordinated programs to multiple, coordinated strategies. Models that HHD promotes include Coordinated School Health Programs, developed in the United States, and Health Promoting Schools and the FRESH framework, which describe a comprehensive approach that includes school health policies, a healthy physical and psycho-social school environment, skills-based health education, and health and nutrition services. These components are supported by partnerships between teachers and health workers, community partnerships, and pupil awareness and participation.

HHD builds the capacity of ministries of health and education, schools, community-based organizations, and other partners to implement all facets of these programs, developing the materials and tools to enhance the role of the practitioner in his or her every day work.

Working with Partners Globally

For the last 15 years, HHD has worked internationally with many different types of organizations, including UN agencies (WHO, UNESCO, UNICEF, FAO, and the World Bank), as well as CARICOM (Caribbean Community) and others, synthesizing their research findings, and developing and disseminating guidelines for the purposes of advocacy and policy development. We partnered with Education International, which reaches more than 23 million education workers in 148 countries, the International Confederation of Principals (ICP), and WHO's regional offices, such as the Pan American Health Organization. We are a member of the Pan-Caribbean Partnership Against HIV/AIDS (PANCAP), which aims to scale up the response to HIV/AIDS in the Caribbean region, and also of the Botswana Advisory Group for the African Comprehensive HIV/AIDS Partnership (ACHAP).



Across all projects, we collaborate in close partnership with local agencies and institutions, working with departments of health and education, nongovernmental agencies, and local schools in countries around the world. For ministries of education and health, schools, and local health departments, we have developed methods for capacity building and tools that facilitate collaboration so they can achieve the dual goals of health and learning.

In our role as WHO Collaborating Center, we have contributed to school health meetings around the world, including meetings of the school health component of the Mega Country Health Promotion Network, and to the planning and co-leading of the WHO Technical Meeting on School Health, “Building School Partnerships for Health, Education Achievements, and Development.”

What We Do

We provide services specifically to the education sector at the international, national, regional, and local levels and foster collaboration between education, health, and other sectors. Our services include capacity building through:

- Advocacy
- Policy development
- Curriculum and training materials, with a focus on life skills
- Tools
- Training and technical assistance
- Assessment and strategic planning
- Synthesis of research
- Monitoring and evaluation
- Information and communication technology

Selected Work

Advocacy

- In Belize, St. Lucia, and Trinidad & Tobago, HHD collaborated with UNESCO's Office for the Caribbean in developing an advocacy and leadership campaign to advance the education sector's response to the HIV epidemic.

<http://www.educan.org/sites/educan.org/files/Advocacy%20and%20Leadership%20Workbook.pdf>

- We designed a tool to advocate for schools in which the quality of education, academic performance, and the overall well-being of students and staff can be improved in Germany: *Advocating for Anschub.de: Expanding an Effective Model to Promote Good and Healthy Schools in Germany.*

Policy development

- We created *Step by Step: A Guide to HIV and AIDS Policy Development for the Education Sector* through the Caribbean Education Sector HIV and AIDS Capacity Building Program.

http://www.educan.org/sites/educan.org/files/EDC_StepByStep_.pdf

- We conducted policy development workshops in the Bahamas, Belize, St. Lucia, St. Kitts, and other countries.
- We researched effective tobacco control policies and best practices for enforcement at the school levels and created a policy guide on behalf of WHO: *Tobacco Control Policy Guide for Schools.*

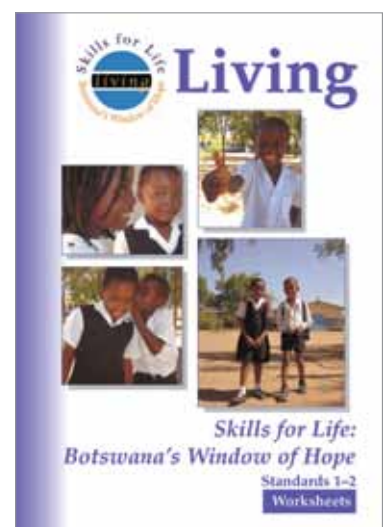
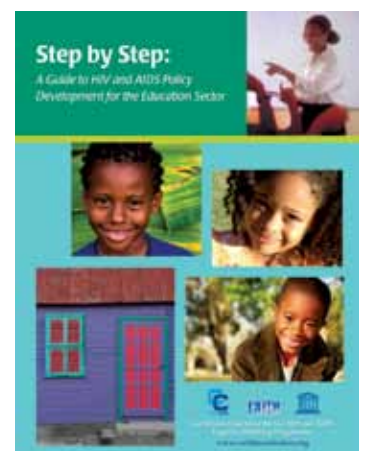
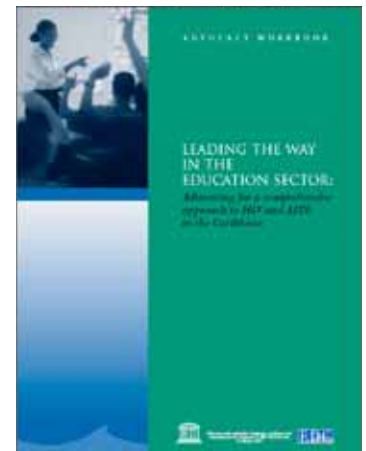
Curriculum and training materials, with a focus on life skills

- In Botswana, with the Ministry of Education, U.S. Centers for Disease Control and Prevention, and WHO, we developed a comprehensive behavior-change curriculum for all primary and secondary schools, focusing on skills development for HIV prevention—the first such initiative for that nation—*Living: Skills for Life: Botswana's Window of Hope.*

<http://www.hhd.org/resources/publications/living-skills-life-botswana-s-window-hope>

- Working with English-speaking Caribbean countries, we co-facilitated, tested, implemented, and evaluated the *Health and Family Life Education Regional Curriculum Framework*. This curriculum focuses on two themes: (1) sexuality and sexual health, which encompasses HIV/AIDS prevention, and (2) self and interpersonal relationships, which includes violence prevention.

http://www.hhd.org/sites/hhd.org/files/HFLE%20Curriculum%20Framework_Merged.pdf



- Working with Education International, WHO, and teachers in African countries, we developed participatory learning activities to prevent HIV infection and related discrimination and compiled the *Teachers' Exercise Book for HIV Prevention*. The activities help adults and students develop skills relevant to HIV and AIDS prevention.

http://www.who.int/school_youth_health/resources/sch_document61_HIV_prevention_env2.pdf

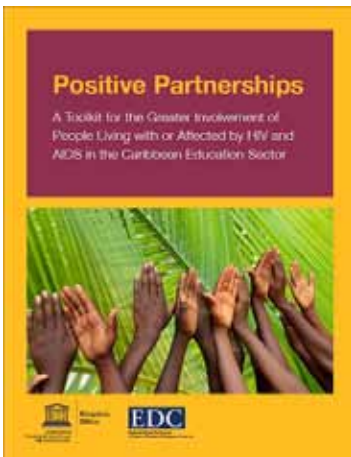
- Subsequently, we revised and updated this popular resource of classroom activities for various age groups: *Learning for Life: Classroom Activities for HIV and AIDS Education*.

http://download.ei-ie.org/Docs/WebDepot/EFAIDS_ClassroomExerciseBook_eng_final_web.pdf

Tools

- With Education International, WHO, and partners, we developed a toolkit, based upon a comprehensive approach, to help educators and unions conduct activities that promote gender safety, equity, and equality: *Building a Gender Friendly School Environment*.

http://www.ei-ie.org/ef aids/en/documentation_ei.php or <http://download.ei-ie.org/docs/IRISDocuments/EI%20Campaigns/EFAIDS%20Programme/2007-00169-01-E.pdf>



- With Education International, WHO, and partners, we developed a toolkit that invites teacher unions to develop and implement a comprehensive package of initiatives towards the greater involvement of teachers living with HIV and AIDS in prevention, care, support, and treatment: *Inclusion is the Answer*.

http://www.ei-ie.org/ef aids/en/documentation_ei.php

- In the Caribbean, working with UNESCO, ministries of education, and local networks of people living with HIV, we also developed a toolkit for greater involvement of people living with HIV and AIDS in a comprehensive education sector response: *Positive Partnerships. A Toolkit for the Greater Involvement of People Living with and affected by HIV in the Caribbean Education Sector*.

<http://www.educan.org/sites/educan.org/files/2010%20Positive%20Partnerships.pdf>

- With Education International, WHO and partners, we developed a toolkit that invites teacher unions to take action in training, policy development, advocacy, research and publicity: *Leadership in the HIV and AIDS Response: A Toolkit for Teachers' Unions to Promote Health and Improve Education*.

http://www.ei-ie.org/ef aids/en/documentation_ei.php or <http://download.ei-ie.org/docs/IRISDocuments/EI%20Campaigns/EFAIDS%20Programme/2009-00004-01-E.pdf>



Training and technical assistance

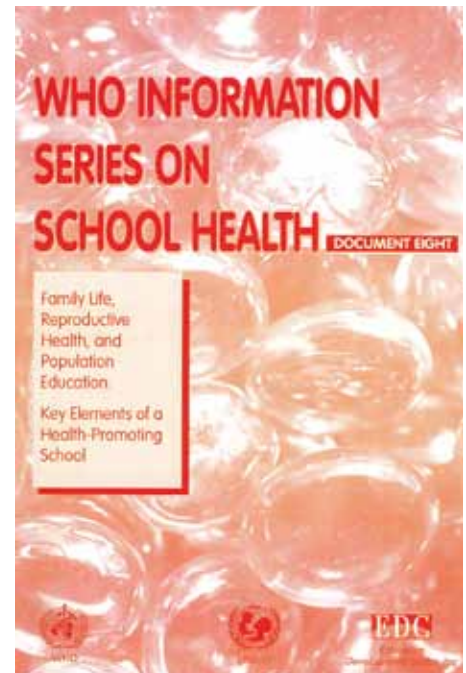
- With Education International and WHO, we trained more than 300,000 teachers in more than 25,000 schools, in Africa, Asia, the Caribbean, and Latin America, in HIV prevention, treatment, care, and support, using a skills-based training and resource manual we developed in collaboration with teachers. An evaluation of this work concluded that the program is empowering teachers and students to constructively respond to HIV.

<http://download.ei-ie.org/docs/IRISDocuments/EI%20Campaigns/EFAIDS%20Programme/2007-00081-01-E.pdf>

- In partnership with WHO, we provided technical assistance to the Health Promoting Schools project in China. After a successful pilot test, this project was scaled up province-wide, addressing priority health issues such as nutrition, tobacco use prevention, psycho-social development, oral health, and injury prevention.

<http://www.hhd.org/resources/story/health-promoting-schools-project-china-shows-changes-schools-and-families>

- With the Global Fund, CARICOM, and other Caribbean partners, we are providing professional development through the education sector in 12 Caribbean countries to address barriers to implementing life skills-based HIV education as part of a comprehensive approach to addressing HIV and AIDS.



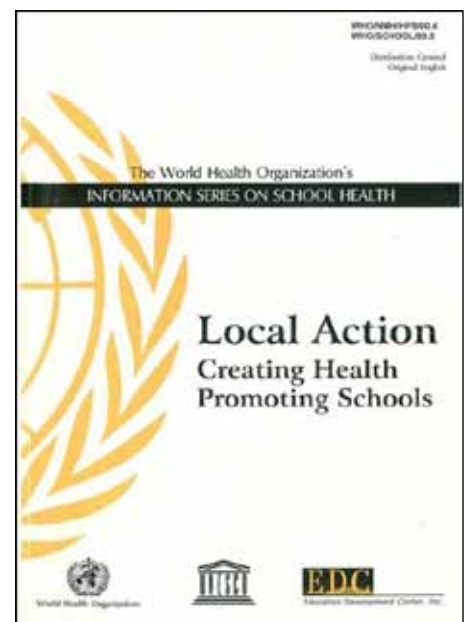
Assessment and strategic planning

- In partnership with WHO, we developed the Rapid Assessment and Action Planning Process (RAAPP)—an approach and package of tools, research instruments, training strategies, data analysis, and action planning techniques—to assess and strengthen a country's capacity to deliver school health programs. RAAPP has been developed in Indonesia and implemented in Nigeria and India.

http://www.who.int/school_youth_health/assessment/raapp/en/index.html

- For local schools, HHD developed, in partnership with WHO, *Local Action: Creating Health Promoting Schools*, a practical how-to guide for work at the local level to establish school health programs. It includes tools for establishing a school health team; assessing community health problems, policies, and resources; and setting goals and developing an action plan.

http://www.who.int/school_youth_health/media/en/sch_local_action_en.pdf



- In collaboration with the UNESCO Office for the Caribbean, we facilitated the development of the Caribbean Education Sector HIV and AIDS Coordinator Network (EduCan). EDC/HHD continues to serve as the secretariat for the Network.

<http://www.educan.org>

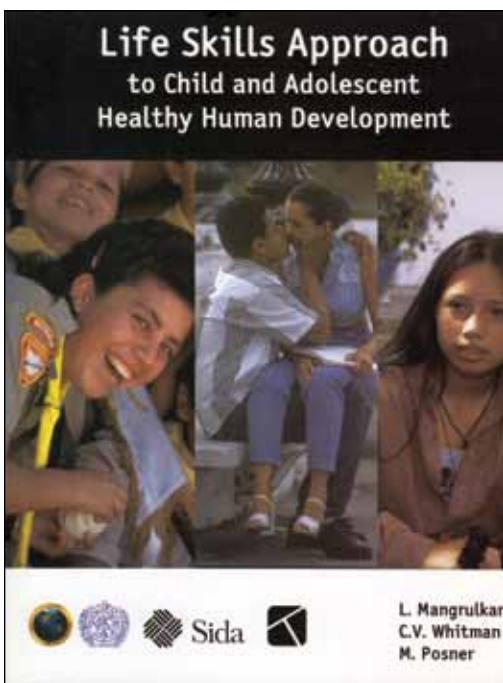
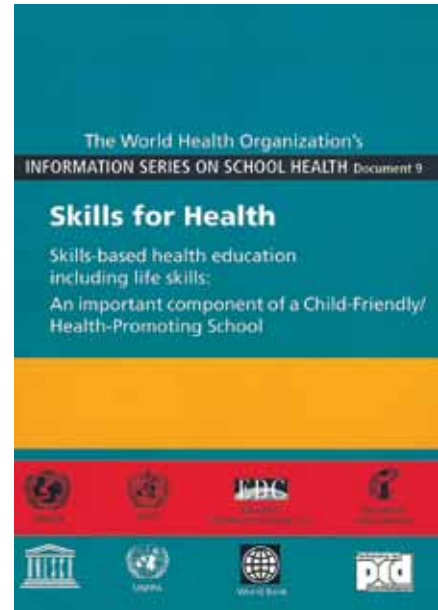
Synthesis of research

- HHD served as the secretariat for the WHO Expert Committee on Comprehensive School Health Education and Promotion, which produced several research-based reports to encourage educational and health institutions to promote health through schools.

http://www.who.int/school_youth_health/resources/expert_reports/en/index.html

- We synthesized research to develop several documents for the *WHO Information Series on School Health*, which presents the importance of addressing various health issues through schools and provides strategies and examples for addressing them. These documents focus on issues such as family life and reproductive health, healthy nutrition, violence prevention, and national and international strategies for improving health through schools.

http://www.who.int/school_youth_health/resources/information_series/en/index.html



- As part of the Education For All Assessment, we authored *Thematic Study: School Health and Nutrition*, which reviewed what happened in the field of school health and nutrition in the 1990s, identified strategies and interventions that have proven effective, explored conceptual frameworks in school health, and proposed actions for the next decade.

<http://unesdoc.unesco.org/images/0012/001235/123549e.pdf>

- Joining with the Pan-American Health Organization, UNICEF, WHO, and other UN agencies, we synthesized research on the theoretical foundations of a life skills approach: *Life Skills Approach to Child and Adolescent Healthy Human Development*.

<http://www.paho.org/English/HPP/HPF/ADOL/Lifeskills.pdf>

- We also provided research-based guidance on how skills-based health education, including life skills, can become an integral part of school health: *Skills for Health*.

http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf

- In collaboration with WHO and the Cochrane Public Health Group, we conducted a rapid review of health promotion action for school health in low- and middle-income countries. The review compiled what evidence exists for comprehensive school health interventions for primary and secondary schools in low- and middle-income countries around the world that result in changes to health-related knowledge, attitudes and/or behavior of students.

Monitoring and evaluation

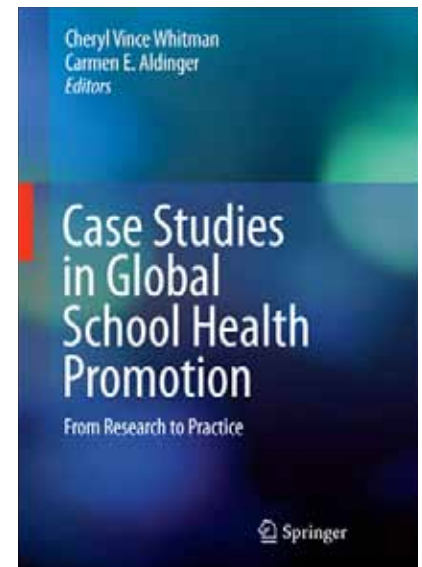
- In China, we conducted an evaluation of the implementation of the Health Promoting Schools project, which included qualitative interviews with school administrators, teachers, students, and parents.

<http://www.hhd.org/resources/research/changes-attitudes-knowledge-and-behavior-associated-implementing-comprehensive-sc>

- In four Caribbean countries, we completed an evaluation, funded by UNICEF, of the Health and Family Life Education Regional Curriculum Framework and Common Curriculum.
- Under contract with Springer, we collected case studies of Health Promoting Schools from more than two dozen countries around the world and analyzed them according to a framework of factors that influence implementation of policy and practice.

<http://www.hhd.org/resources/publications/case-studies-global-school-health-promotion>

- In a collaborative process with the Caribbean cluster office of UNESCO and partners from the Caribbean education and health sectors, we developed a framework and a capacity development toolkit for monitoring and evaluating a comprehensive HIV and AIDS response in the Caribbean education sector.
- We are also part of a multi-agency effort to develop a generic monitoring and evaluation framework for school health based on the FRESH framework.



Information and communication technology

- In collaboration with partners, we developed an online course for local leaders to address pandemic influenza in the community, including in schools. The online course is available in English and Spanish, with pre- and post-course surveys, and allows successful participants to obtain a certificate.

<http://new.paho.org/flukit/en/flucomm.php>

- For rural South Africa, we developed a life skills computer education curriculum for secondary school students. The curriculum will be delivered via mobile educators on mobile units, who will visit schools in a specified district in the province of Kwa-Zulu Natal.



- Working with WHO, we created a comic-style, e-learning, multi-media product for young people in West African countries. The interactive CD-ROM- based presentation will help learners understand the transmission of pandemic influenza, how to avoid it, and how to communicate about it.

http://www.edc.org/newsroom/articles/interactive_response_h1n1

- In Thailand, we developed an innovative video game that encourages youth to take steps to prevent HIV and AIDS. The game is being promoted in hundreds of schools in Bangkok.

<http://www.edc.org/newsroom/articles/game>

Our Topics

Our work adopts a comprehensive approach to school health, while also targeting specific health issues impacting the education sector, such as:

- HIV and AIDS prevention
- Alcohol, tobacco, and other drug use prevention
- Nutrition and hunger
- Violence prevention
- Mental health promotion
- Emerging issues, such as pandemic influenza

Examples of our work on specific health issues

HIV and AIDS prevention

In the United States and abroad, HHD has two decades of experience in the prevention of HIV and other STIs, and especially their intersections with education. In nearly 50 countries in Africa, South Asia, the Caribbean, and Latin America, we collaborated with Education International and WHO on an approach to HIV prevention through teacher training. For nearly a decade, we have worked to prevent new HIV



infections, increase the number of learners completing basic education, mitigate the impact of HIV and AIDS on achieving Education For All (EFA) goals, and address gender-based violence. The services we provided encompassed teacher training, policy development, advocacy, research, publicity, and communications. HHD also worked with local partners in South and Southeast Asia to provide financial and in-kind assistance to children orphaned by HIV and AIDS so they could attend school.

Alcohol, tobacco, and other drug use prevention

HHD has created more than 100 publications and products on alcohol and other drug prevention in the United States and abroad. For example, we developed the *Model School Health Tobacco Control Intervention* in English, Spanish, and French. The curriculum engages children in global,

national, and local advocacy efforts to prevent tobacco use, strongly emphasizing actions that youth can take to support the WHO Framework Convention on Tobacco Control. This curriculum has been pilot tested and evaluated in Ghana, India, and Mexico, and adapted for implementation in Uruguay.

<http://hhd.org/resources/curriculum/model-school-health-tobacco-control-intervention-1>

Nutrition and hunger

For the UN World Food Programme (WFP), HHD developed a background paper for the World Hunger Series, which examined the potential for achieving lasting improvements in the relationship between hunger and learning among school-aged children. We authored the aforementioned *Thematic Study: School Health and Nutrition* and are a partner in the multi-agency Nutrition-Friendly Schools Initiative. We have also adapted several tools on nutrition and school meals for UNESCO's FRESH website and CD-ROM toolkit.

Violence and bullying prevention

Through NCMHPYVP, HHD provides training and technical assistance to Safe Schools/Healthy Students grantees on topics including violence prevention, safe school environment, and safe school policy in the United States. For the WHO Information Series on School Health, HHD developed a resource manual on violence prevention, which provides school staff, health and education ministries, community leaders, and policymakers with simple, concrete steps to plan, implement, and evaluate policies and pro-

grams. We also collaborated with WHO to transform the TEACH-VIP comprehensive violence and injury prevention and control curriculum into e-learning lessons. For the Inter-American Development Bank (IDB), we conducted violence prevention study tours for more than 50 health, education, and criminal justice leaders from Latin America and the Caribbean. These study tours exchanged information about research, policies, and practices that are effective in preventing youth violence around the globe.

Mental health promotion and prevention of disorders

As the home of the NCMHPYVP in the United States, HHD staff specialize in promoting mental health and well-being in the school setting. The Center provides training and technical assistance on increasing the capacity of schools and communities to meet the mental health needs of students and other community members; forming and expanding coalitions to prevent youth violence, suicide, substance abuse, and other mental health and behavioral problems; and preventing violence in schools. Building on this, HHD has collaborated with the International Confederation of Principals on the development, dissemination, and analysis of an international survey for principals on emotional and mental health and well-being in their schools. HHD also co-hosted the Sixth World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders (<http://wmhconf2010.hhd.org/>), which brought together more than 500 mental health researchers, practitioners, and advocates representing 40 countries.

Emerging issues, such as pandemic influenza

As a WHO Collaborating Center, HHD is ready to develop interactive materials when new health challenges arise. For instance, for the pandemic influenza, we developed an online course to educate community leaders in North and South America about the virus in relation to making sound decisions in schools and other settings on prevention, communication, and response strategies. We also created an interactive computer game that uses animated characters to help teenagers in West Africa learn how to prevent the spread of pandemic influenza. In addition, we prepared a manual for school leaders around the world that outlines 10 steps to pandemic planning, action, and recovery.



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